Nevada Alternate Assessment Administration Manual

2009 – 2010

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INTRODUCTION

Purpose of the Nevada Alternate Assessment

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity. All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

To provide an option for participation of all students in the state's accountability system, including those for whom participation in the general statewide assessment (Nevada Proficiency Examination Program [NPEP]) is not appropriate, even with accommodations, Nevada has developed the new Nevada Alternate Assessment (NAA). This assessment was developed by Nevada educators and specialists under the guidance of the Nevada Department of Education in collaboration with Measured Progress. Development committees of Nevada teachers were assembled to establish the standards to be assessed, to determine the Alternate Grade Level Indicators (AGLIs), and to write and review item tasks.

The Nevada Alternate Assessment represents the intent of the Nevada Standards with reduced levels of complexity through three entry point indicators: Level 1, Level 2, and Level 3, with Level 1 being the least complex and Level 3 the most complex. The Nevada Alternate Assessment was developed to allow students an opportunity to demonstrate their knowledge in each content area. This is critical as educators seek to provide access to the general education curriculum and foster higher expectations for the wide diversity of students with significant cognitive disabilities. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Nevada Alternate Assessment.

PARTICIPATION GUIDELINES

The Nevada Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Educational Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment. The IEP team should consider the student's present level of educational performance in reference to the Nevada Standards. In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Nevada Alternate Assessment:

Questions to Guide the Decision-Making Process to Determine Whether a Student Participates in the Nevada Alternate Assessment	YES	NO
1. Is the student receiving services under the Individuals with Disabilities Education Act (IDEA) through a current IEP?		
2. Does the student demonstrate cognitive ability and adaptive behavior that limits FULL participation in the general education curriculum, even with supplementary aids, accommodations, and modifications?		
3. Is the student's level of educational performance not primarily the result of specific learning disabilities; social, cultural, economic, or language differences; visual or auditory impairments; emotional-behavioral disabilities; or excessive or extended absences unrelated to the student's disabilities?		
4. Does the student require intensive instruction to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings?		
5. Does the student participate in a modified, functional/academic curriculum that includes alternate grade level indicators based upon the Nevada Content Standards?		
6. Has the parent/guardian been informed of potential consequences of the student participating in the Nevada Alternate Assessment, and of being judged against alternate achievement standards?		

If the IEP team determines that **all six of the questions** accurately characterize a student's current educational situation, then the **Nevada Alternate Assessment** should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all six areas, then the student should participate in the general assessment with or without accommodations.

Use the Chronological Age to Grade Placement Chart on the following page to determine the grade level in which the student should be assessed.

Nevada Alternate Assessment Chronological Age to Grade Placement Chart
2009-2010

Age by 9/01/09	DOB	Grade Level Placement										
		2	3	4	5	6	7	8	9	10	11	12
7	10/01–9/02	X										
8	10/00–9/01		X									
9	10/99–9/00			X								
10	10/98–9/99				X							
11	10/97–9/98					X						
12	10/96–9/97						X					
13	10/95–9/96							X				
14	10/94–9/95								X			
15	10/93–9/94									X		
16	10/92–9/93										X	
17	10/91–9/92											X

ADMINISTRATION PROCEDURES OVERVIEW

Important Dates – Assessment Timeline

One-Sided Student Response Booklet Request……..September 28 – October 7, 2009
Materials Arrive to District/School……..Week of November 16, 2009
Additional Materials Order Window…… November 23 – December 18, 2009
Test Administration Window.....……December 1, 2009 – February 26, 2010
One-day UPS Pick Up .....March 1, 2010

Who Should Administer the Nevada Alternate Assessment?

The student's special education teacher should administer the assessment. If this is not possible, the assessment administrator must be a certified teacher or other licensed professional who works extensively with the student and is trained in the assessment procedures.

Overview of the Nevada Alternate Assessment

Designed specifically for students with significant cognitive disabilities, the Nevada Alternate Assessment is a performance-based assessment that is aligned with the Nevada Content Standards through the Alternate Grade Level Indicators (AGLIs) developed for Reading, Mathematics, Science, and Writing. The assessment measures student performance based on alternate achievement standards.

The Nevada Alternate Assessment consists of assessment items in Reading and Mathematics in grades 3–8 and 11; and Writing and Science in grades 5, 8, and 11.

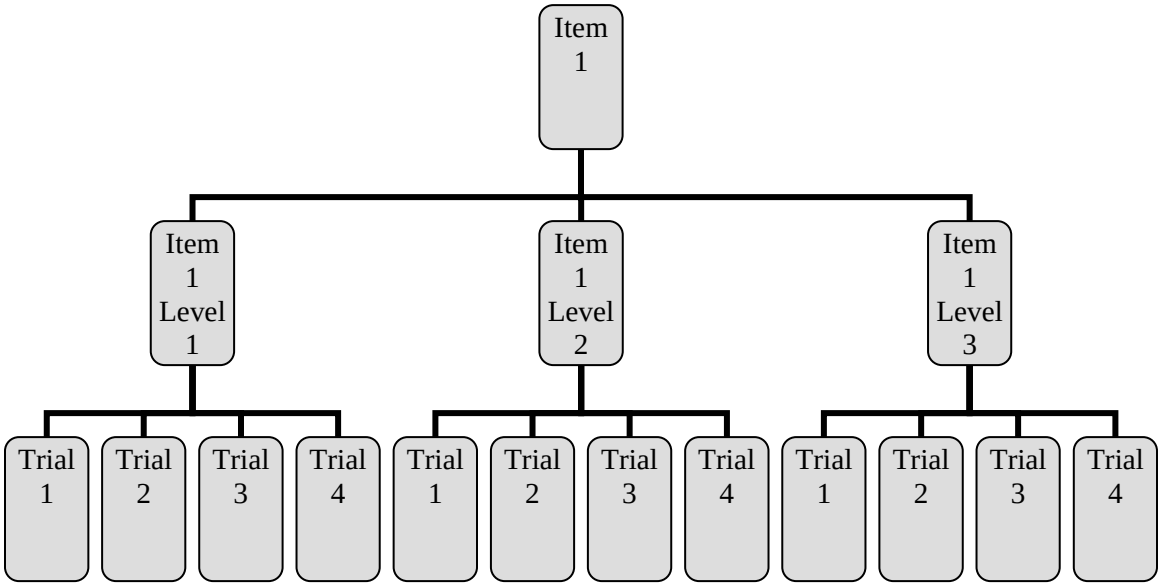
Grade Levels and Content Areas Assessed

Grade	Reading	Mathematics	Science	Writing
3	X	X		
4	X	X		
5	X	X	X	X
6	X	X		
7	X	X		
8	X	X	X	X
11	X	X	X	X

Structure of Each Content Area

Reading and Mathematics consist of 18 items each, Science consists of 9 items, and Writing consists of 6 items. There are four trials for each item. At the lowest level of complexity of an item (Level 1) there is an opportunity to provide Guided Response to the student as needed. Guided Response is the process of reducing the response options for a student who is unable to respond accurately. The difficulty of the trial is reduced by covering or removing one of the choices.

Structure of an Item



Students will be administered all of the item levels for each content area being assessed at the appropriate grade level. For example, a student in grade 3 will be administered six items in Reading with three entry point items each and six items in Mathematics with three entry point items each. Each entry point item has four trials.

ASSESSMENT COMPONENTS

The components of the assessment are identified below to provide an overview of the assessment and an introduction to terminology used to describe the assessment's structure. Each component of the assessment is described in detail in later sections of this manual.

Quick Reference Guide

The Quick Reference Guide is at the beginning of this manual. Pull it out of the manual for reference during the administration of the assessment. It includes content specific information and the scoring guide.

Test Booklet

The first page for Mathematics and Science in the Test Booklet will indicate any teacher gathered materials required.

The Test Booklet contains the assessment items for each content area. An example of the presentation of each item is below:

Item 1.1

Content Standard — Indicator Number:			
AGLI:			
Trial	**Teacher will**	**Student will**	**Correct**
1	Open Response Booklet to page XX. Read the passage to the student. **Say:** *What is the passage mostly about?*	Indicate "A rainy day."	Yes ○ No ○ No Response ○

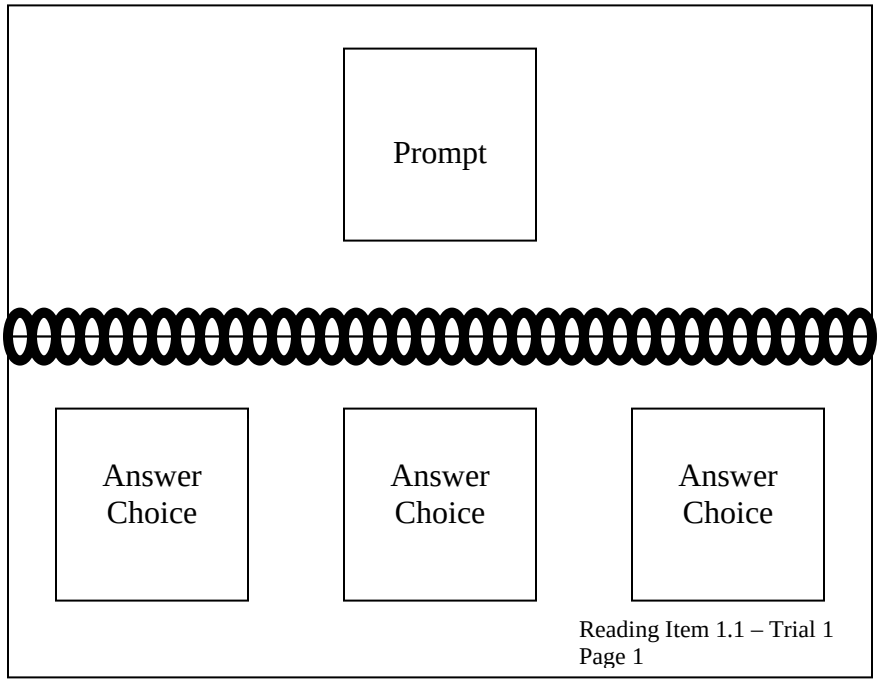
- The item is labeled "Item 1.1," this indicates it is the first item for a content area and is Level 1 or the first entry point of the item. It is the least complex AGLI for the item.
- The Content Standard, Indicator Number, and Alternate Grade Level Indictor being measured are identified at the top of each item table.
- The ***Trial*** column indicates the trial number. There are four trials for each item. Some items may have an example item prior to the start of the first trial.
- The ***Teacher Will*** column consists of a clear set of directions for administering the item and script for what the teacher will say to the student.
  - The "Say" portion under *Teacher Will* is the script that the teacher will read to the student. It is important that the teacher says the script exactly as it is written.
- The ***Student Will*** column indicates the correct response that the teacher should expect from the student, taking into consideration the response mode for each student.

- Examples of how a student may respond to an item include:
  - A correct response would be to show (e.g., by pointing at, touching, etc.) the correct response in the Student Response Booklet.
  - A correct response would be to tell (e.g., "it's the first one") which one is the correct response in the Student Response Booklet.
  - A correct response would be for the student to sign to indicate the correct response in the Student Response Booklet.
  - A correct response would be to eye gaze at the correct response in the Student Response Booklet.
  - A correct response would be to indicate "stop" when the assessment administrator's hand is over the correct response in the Student Response Booklet.
  - A correct response would be for the student to hit a switch when the assessment administrator's hand is over the correct response in the Student Response Booklet.
- The assessment administrator should accept any response mode that the student utilizes to indicate a response. For example, the assessment administrator says, "*What is the passage mostly about?"* but rather than signing (the student's usual mode of communication) the student touches the picture in response. The touch should be considered the student's response and should be either counted correct if the correct response was touched, or incorrect if an incorrect response was touched.

- The ***Correct*** column provides space for the teacher to mark whether the student answered the trial correctly, incorrectly, or did not respond to the item. Teachers are not required to use the *Correct* column to record responses. Responses may be recorded directly on the Scannable Student Answer Sheet. If the teacher chooses to record the student's responses in the Test Booklet, the responses must later be transferred to the Scannable Student Answer Sheet. **Only the teacher who administered the assessment may transfer responses from the Test Booklet to the Scannable Student Answer Sheet.**

Student Response Booklet

A Student Response Booklet is provided for each grade level and content area. The response booklets are on 8 1/2 X 14 inch paper, bound on the 14 inch side. The Response Booklets are in a flip chart format. Each trial of an item is on a separate set of pages. The content area, item number, trial number, and page number appear in the lower right-hand corner of the page. If there is a stimulus associated with an item, it will appear at the top half of the booklet. Answer choices always appear on the bottom half of the booklet.



Student Answer Document

A Scannable Student Answer Sheet will be provided for each student. Teachers have the option of recording student responses directly onto the answer sheet or in the Test Booklet. **Only the teacher who administered the assessment may transfer responses from the Test Booklet to the Scannable Student Answer Sheet.**

ASSESSMENT ADMINISTRATION

Before Administration of the Assessment: Getting Ready

Advance preparation is critical for implementing the Nevada Alternate Assessment. Before assessment materials arrive, the following steps can be completed well in advance:

- Review the student's IEP to determine how the student will access and respond to the assessment items. Based on the student's daily instruction, determine the accommodations and supports that the student will need. Incorporate any additional individual accommodations for the student as outlined in the student's IEP.
- If the student requires objects in place of pictures (see the Accommodations section of this manual), refer to the Object Exchange List and gather the needed materials.
- Ensure that the student has any assistive technology needed to access the materials and respond to the assessment items.
- Set up criteria, using best professional judgment, to determine when a student is engaged and not engaged.
- Set up criteria for the amount of item response wait time that will be appropriate for each student being assessed.
- Schedule the administration session for a time and a place that are optimal for student effort and focus.
- Arrange for equipment needed to complete videotaping of the assessment. Become familiar with using the equipment and coordinate any additional support to aid in the videotaping of the assessment.
- Review the videotaping guidance provided in this manual.

Once the assessment materials have arrived, but before the administration of the assessment begins, it is necessary to complete the following steps:

- Read the *Nevada Alternate Assessment Administration Manual* to review the assessment administration and scoring procedures outlined during training.
- Check that you have the correct number of Alternate Assessment Test Booklet(s) and Student Answer Documents needed for administration of the assessment.
- Check that you have the correct number of Student Response Booklets for each grade and content area being assessed.
- Review the Nevada Alternate Assessment Test Booklet to become familiar with the assessment items as well as the detailed administration instructions and scripts found in the *Teacher Will* column.
- Check to ensure that you have all the materials and resources you will need to complete the administration of the items. Some assessment materials are not included in the Student Response Booklets and must be gathered by teachers prior to administering the assessment.

During Administration of the Assessment: General Guidelines

Keep in mind these important considerations while administering the assessment:

- Accurate administration and recording of student responses are very important; therefore you may want assistance with the administration (observing the student ,organizing materials, videotaping and scoring).

- You have the option of writing notes and recording student responses in the Nevada Alternate Assessment Test Booklet as you administer the assessment or recording student responses directly onto the Student Answer Document. The answer recorded on the Student Answer Document will be scored.
- An online survey will be available for teachers to provide feedback on administration procedures as well as specific items. To aid in the feedback process taking notes may add to the accuracy of the survey.
- Record the student's response for each trial as it is completed (either in the Test Booklet or on the Answer Document). **Only one response should be bubbled for each trial of an item on the Scannable Student Answer Document.**
- Watch the student for indications that a break is needed. Stop the assessment, then resume when the student is ready. It is recommended when stopping the assessment to complete an item rather than stopping between trials of an item. When resuming the assessment, any item that has already been administered may not be repeated. Pick up the assessment at the point where it was stopped during the previous administration.
- The Nevada Department of Education recommends that assessments are administered at the beginning of the student's academic day.

Repeating Item Trials During Assessment Administration

- If the student does not respond after the wait period, or if the student requests, repeat the script and subsequent directions. Wait for the student to respond.
- Item trials can be repeated up to two times, after the initial directions are given, this allows for the direction to be given a total of three times.
- If the student does not respond after the script is given for the third time, mark the trial as "No Response (NR)."

Cues and Prompting

An individual student may need a verbal or non-verbal cue to begin a task or to refocus on a task. If these strategies are used in daily instruction, then the teacher may provide them on the Nevada Alternate Assessment.

Cues or prompts may include redirection, refocus, and/or minimal physical prompting.

- Redirection is defined as repeating directions, rules, or items when needed to help the student get back on task. Item trials can be repeated up to two times, after the initial directions are given, this allows for the direction to be given a total of three times.
- Verbal refocusing is defined as encouragement given to the student as a means to stay with a task.
- Non-verbal refocusing is defined as a movement or action used to refocus the student on a task. Non-verbal refocusing could consist of, for example, lightly tapping on the desk, waving your hand in front of the student, or snapping your fingers.
- Minimal physical prompting requires that the teacher lightly touch the student and is used to redirect or refocus the student on the task. Minimal physical prompting does not control the student's movements.

Videotaping

The administration of the assessment must be videotaped and submitted for scoring with all other secure materials including the Scannable Student Answer Sheet.

- Arrange for equipment needed to complete videotaping of the assessment. Become familiar with using the equipment and coordinate any additional support to aid in the videotaping of the assessment.
- Place the equipment in a location where the student, assessment administrator, and assessment materials can be seen clearly and without obstructions.
- Videotape **all** time periods when the assessment is being administered.

Videotaping Guidance

Issue	Guidance
Naming and Organization of Videotape Folders and Files	Video clips should be saved into file folders by content area. Within each content area, anytime the video files are saved as separate files they should be labeled consecutively. For example, video for a grade 3 student is submitted. The CD(s) of the submission will include two overall folders: Reading and Mathematics. Within each of these folders will be the video files. (Example: in Reading the taping was done across 4 files and in Mathematics it was done across 2 files. The Reading folder will include 4 files labeled Reading 1, Reading 2, Reading 3, and Reading 4. The Mathematics folder will include 2 files labeled Mathematics 1 and Mathematics 2.) Files should be numbered consecutively to follow the Test Booklet. If Mathematics 1 covers items 1.1 to 3.3, then Mathematics 2 will cover items 4.1 to 6.3.
Videotape Acceptable File Formats	 .wmv (Windows media video) .mp4 (MPEG-4)* .avi* .mov (QuickTime)* * acceptable format for use in Measured Progress ProFile™ software Cautions: • Be careful not to burn just the shortcut files to a CD/DVD. • Do not use proprietary third-party movie software that converts to file format that only it knows how to process.

Videotaping Perspectives	In the **majority of cases** the videotaping angle needs to include only the Student Response Booklet. It is important that the angle be close enough to see the answer choices in the booklet, but not so close that if the student points on the edge of a picture their hand cannot be seen. Make sure that the student's body will not block the Test Booklet in the angle chosen for taping. It is imperative that the second scorer is able to see what response the student has indicated. For students who will **use eye gaze** to indicate their answers, the recommendation is for the teacher to order the one-sided Response Booklets. Cut out the responses and place them on a Lucite board in the order that they appeared in the Student Response Booklet. The video shot should be through the board aimed at the student. In this way a second scorer will be able to track the student's eye movements. For students who **respond verbally**, and not point, it is imperative that the sound on the videotaping equipment is able to capture all student responses. If a student speaks in a low voice, they will need to be prompted to repeat the response louder.
Unclear Student Responses	Care should be taken to make sure that a student's response does not remain unclear. If the student **points between two responses,** the test administrator must ask the student to clarify which one they are pointing at. If a student **speaks too softly,** the test administrator must ask the student to repeat the answer more loudly. If the student **does not speak clearly,** the test administrator must ask the student to repeat or must restate the response or ask if the restatement is correct. If the student **speaks one answer and points at another,** the test administrator must ask the student to clarify which response is correct. **KEEP IN MIND:** If the test administrator is unable to mark a response, the second scorer will also be unable to mark a response and it will be treated as a No or No Response for that trial. **Make sure to clarify unclear responses with the student!**
Encouragement During Videotaping	There should be no encouragement that is specific to any of the items or trials. The test administrator should not be indicating that an item has been answered either correctly or incorrectly. Any encouragement that is given to the student should be general. For example, "Keep working," "I like the way you are looking at the answers," or "Let's do one more."

CONTENT-SPECIFIC ADMINISTRATION DIRECTIONS

Overall

- All content areas, items, and trials should be administered to the student in the order in which they appear in the Test Booklet.
- Item trials can be repeated up to two times, after the initial directions are given, this allows for the direction to be given a total of three times.
- For Level 1 of an item only, if all 4 trials are No and/or No Response, provide Guided Response for Trial 4 only.
- An individual student may need a verbal or non-verbal cue to begin a task or to refocus on a task. If these strategies are used in daily instruction, then the student may use them on the Nevada Alternate Assessment.
- Cues or prompts may include redirection, refocus, and/or minimal physical prompting.

Reading

- Passages are provided in the Reading Student Response Booklet. Passages appear on the top half of the booklet with the answer choices appearing on the bottom half of the booklet. The Student Response Booklet should be placed on the work surface so the student can follow along. Follow the directions in each trial for reading the passage to the student. It is important to read passages in a fluid manner. Make sure that appropriate inflection is used when indicated by question marks and/or exclamation marks.

Mathematics

- Calculators, number lines, generic counters, and/or scratch paper and pencil may be set out on the work surface for the student to use for any Mathematics item. It is important to only set these tools on the work surface if the student uses them during instruction in Mathematics. At the end of each item the teacher should say to the student, "*You may use the (calculator, counters, and number line) to help you answer the question.*"
- Some items specifically require the use of gathered materials. Please see the *Materials* section at the beginning of the Mathematics test for a detailed list. Please follow the item-specific directions for use of the gathered materials found in the *Teacher Will* section of the item.

Science

- Some items specifically require the use of gathered materials. Please see the *Materials* section at the beginning of the Science test for a detailed list. Please follow the item-specific directions for use of the gathered materials found in the *Teacher Will* section of the item.

Writing

- Some of the Writing items are open-response items (a student is required to produce an answer). For these items, the student should use his or her usual mode of communication to relay a response.

- Writing is considered an expressive skill, therefore, a student may "write" in a variety of ways. The intent of the items that require a student to write is for students to compose thoughts. Following are some examples of writing that meet this intent:
  - A verbal response.
  - Use of IntelliKeys or keyboard.
  - Selection of words within a communication board or book to compose a clear thought.
  - Writing with a writing utensil and paper.

  Following are some examples that do not meet the intent of composing thought and therefore would not be considered the student writing:
  - Selecting a full sentence from a set of sentences.
  - Hitting a Big Mac switch that has been programmed with a full sentence.
- To determine whether the student response is correct or incorrect, review all parts of the item requirements.
- Following is a list of the topics required within the Writing portion of the assessment that require the student to compose clear thoughts:

Topics for Open-Response Writing

Grade	Topic
8	Write one complete sentence that uses sensory imagery. Sensory imagery uses words that help you see, touch, hear, taste or smell, something.
	Write one complete sentence that includes clear information.
11	Write one complete sentence that includes persuasion and clear information.
	Write a friendly letter that includes the date, a greeting, at least one sentence as a body, and a closing.

SAMPLE ITEM

Content Standard, Indicator and AGLI

Item 1, Level 1

Reading Item 1.1

Content Standard 1 — Word Analysis
Indicator Number: 1.3.3a

AGLI: Identify a letter

Trial	Teacher will	Student will	Correct
1	Open Response Booklet to page 2. **Say: *Show me the letter.*** Point to the answer choices.	Identify "J"	Yes ○ No ○ No Response ○
2	Open Response Booklet to page 4. **Say: *Show me the letter.*** Point to the answer choices.	Identify "R"	Yes ○ No ○ No Response ○
3	Open Response Booklet to page 6. **Say: *Show me the letter.*** Point to the answer choices.	Identify "B"	Yes ○ No ○ No Response ○
4	Open Response Booklet to page 8. **Say: *Show me the letter.*** Point to all of the answer choices on page 8 of the Response Booklet. **Guided Response:** After the student selects an incorrect response, cover it and repeat the prompt. If the student selects an incorrect response again, cover it, repeat the prompt and lead the student to the correct response.	Identify "K"	Yes ○ No ○ No Response ○ If all trials are No and/or No Response provide: Guided Response 1X ○ 2X ○ No Response ○

Teacher administration directions

Correct answer

Guided Response only at Level 1 of an item

Record the trials

4 Trials

Student Response Booklet

J

SCORING GUIDE AND ADMINISTRATION DIRECTIONS

<table>
<tr><td colspan="4">Correct:</td></tr>
<tr><th>Yes</th><th>No</th><th>NR</th><th>GR</th></tr>
<tr><td rowspan="2">• Student responds correctly</td><td rowspan="2">• Student responds incorrectly</td><td rowspan="2">• Student makes no response</td><td>Guided Response
1x , 2x, or NR</td></tr>
<tr><td>• <u>Guided Response is provided for the first level of an item set only, i.e., Item 2.1.</u>
• If all 4 trials are No and/or No Response, provide Guided Response for Trial 4 only.
• 1x: After the student selects an incorrect response, cover or remove the incorrect response and repeat the prompt. If the student responds correctly, mark 1x in the test booklet and move to the next item.
• 2x: If the student selects an incorrect response again, cover or remove the incorrect response, repeat the prompt, and lead the student to the correct response. If the student responds correctly by allowing the administrator to guide them to the correct response, mark 2x in the test booklet and move to the next item.
• NR: If the student makes no response or will not engage, even with Guided Response, mark NR in the test booklet and move to the next item.</td></tr>
</table>

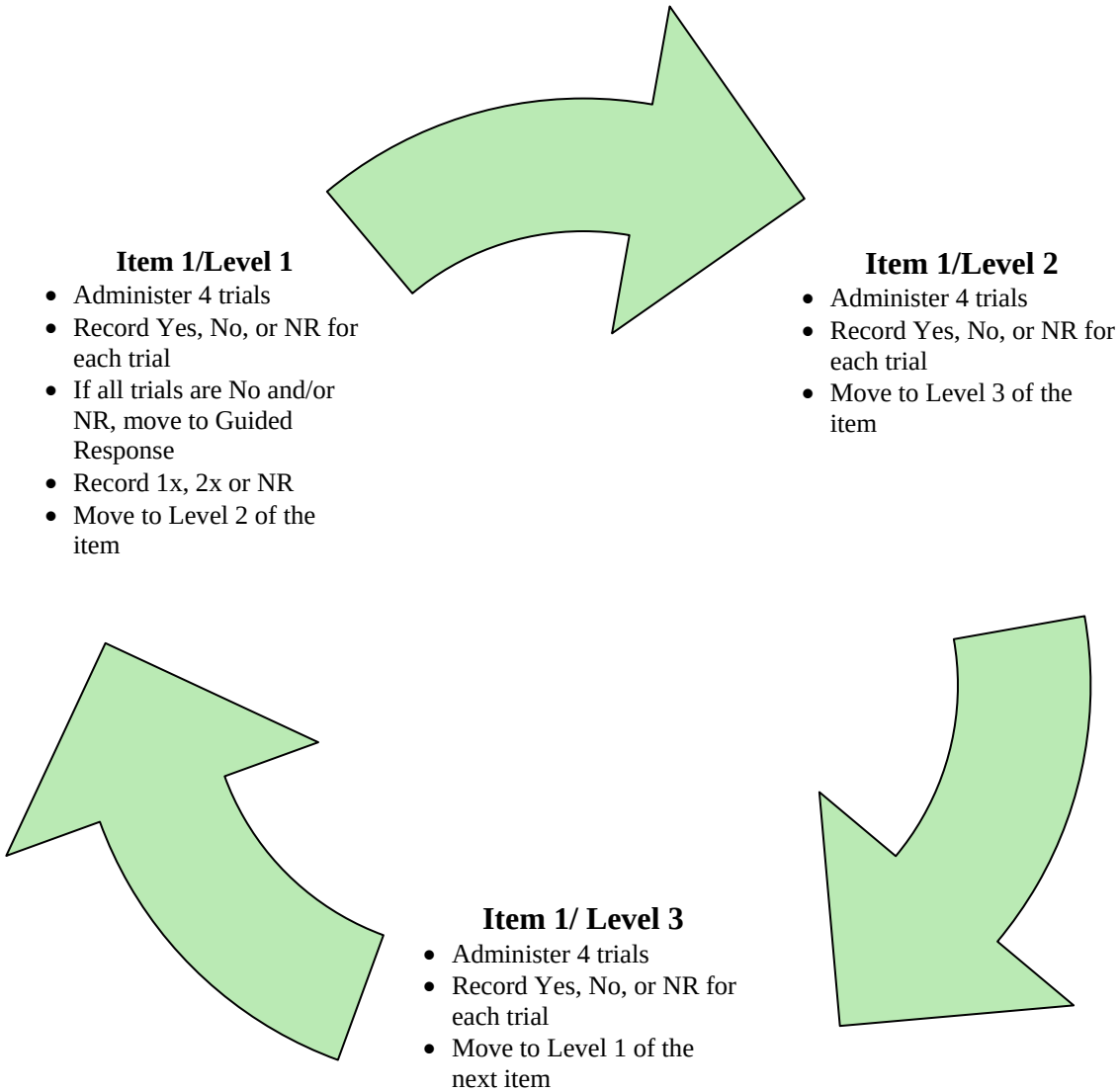
No Response (NR): The teacher should set up criteria in advance, using their best professional judgment, to determine when a student is engaged and not engaged.

Levels: Each student starts at Level 1 of an item. The student is presented with all 4 trials. Each trial is marked as Yes, No, or No Response. In Level 1 only, if the student receives a no and/or no response for all 4 trials, then Guided Response will be provided on the fourth trial of the item. Levels 2 and 3 of an item include 4 trials each, but do not include a Guided Response portion.

Guided Response (GR): Guided Response is the process of reducing the response options for a student who is unable to respond accurately. The complexity of the trial is reduced by covering or removing one of the choices.

- **1x:** Trial 4 is presented to the student with one of the distractors covered or removed. If the student is able to respond correctly, the 1x under Guided Response is marked. If the student is unable to respond correctly, move to 2x.
- **2x:** Trial 4 is presented again with another distractor covered or removed (leaving only the correct response). If the student actively engages with or allows physical guidance to the correct response, the 2x under Guided Response is marked.
- **NR:** If the student makes no response, will not engage or actively refuses to be led to the correct response, the NR (no response) under the Guided Response is marked.

Administration Directions



ACCOMMODATIONS AND CRITERIA FOR USE

The Nevada Alternate Assessment is designed to allow maximum access to students with significant cognitive disabilities. Traditional "accommodations," such as presentation mode, response mode, flexible setting, and scheduling, are already embedded in the standard administration of this assessment. Some students may require additional accommodations to gain access to the assessment. Additional accommodations are available to allow the use of one-sided test booklets, real objects as needed, Assistive Technology Devices, and for students with visual impairments, students with hearing impairments, students with limited physical ability and/or mobility, and Limited English Proficiency (LEP) students.

All Students

All accommodations used during the administration of the assessment should align with what the student uses on a daily basis during classroom instruction. The administration of the assessment allows for flexible scheduling and for students to utilize their mode of communication.

One-Sided Student Response Booklets

Teachers may request one-sided Response Booklets **to cut out** to align with the student's response mode, i.e., for students whose response mode is eye gazing or who communicate through picture exchange. This accommodation should align with what the student uses on a daily basis during classroom instruction. Contact your district's test coordinator to order one-sided Response Booklets. The window to order these materials is September 28 – October 7, 2009.

Real Objects

Real objects may be substituted for pictures in the response booklets whenever possible. For example, real paper clips could be used instead of pictures. So, in addition to hearing the description of the paper clips, the student could actually feel and manipulate the paper clips. An Object Exchange List has been prepared indicating where real objects may be substituted. The Object Exchange List has been prepared as a separate document and is available at training

Assistive Technology Devices

An Assistive Technology Device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Some examples of commonly used devices may include, but are not limited to:

1. *Computer/Alternative Keyboards*

- IntelliKeys
- Boardmaker Plus
- Dana and Neo

2. *Digital Voice or Tape Recorder*

3. *Writing Guides*

4. *Adapted Calculator*

Students with Visual Impairments

Criteria

Additional accommodations are available for students who have been found eligible to receive special education services under the Visually Impaired Program and/or students that have visual-related accommodations noted on their current Individualized Education Plan (IEP). The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For Visually Impaired (VH) students, the following accommodations are allowable:

- Describe pictures as needed.
- Use of an abacus, adapted calculator, raised number line, or Braille ruler.
- Use of a magnifier.
- In some instances, a table or graph will be included in the Student Response Booklet as a stimulus. It is important to read and describe the table or graph to the student.
- Real objects may be substituted for pictures in the response booklets whenever possible. For example, real paper clips could be used instead of pictures. So, in addition to hearing the description of the paper clips, the student could actually feel and manipulate the paper clips. An Object Exchange List has been prepared indicating the pictures where real objects may be substituted. The Object Exchange List has been prepared as a separate document and is available at training.

Students with Hearing Impairments

Criteria

Additional accommodations are available for students who have been found eligible to receive special education services under the Deaf/Hard of Hearing Program and/or students who have auditory-related accommodations noted on their current Individualized Education Program (IEP). The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For Hearing Impaired (AH) students, the following accommodations are allowable:

- Allow the student to use an augmentative communication device.
- Use American Sign Language (ASL) or manually coded English in place of oral speech.
- If a student uses hearing aids, they should be worn during the assessment. Check to ensure that they are functioning properly.

Students with Limited Physical Ability and/or Mobility

Criteria

Additional accommodations are available for students whose access to the assessment is hindered due to limited physical ability and/or mobility. The use of hand over hand technique is allowable to steady the student; however, physical guidance to the correct answer is **ONLY** allowable during the final stage of Guided Response at Level 1. The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For students with Limited Physical Ability and/or Mobility, the following are allowable:

- Extend waiting times if the student has difficulty initiating an activity.
- Hand over hand to steady the student.
- Assist in the manipulation of objects.
  Example of Teacher assistance in the manipulation of objects:
  - Some items require the student to manipulate objects, such as generic counters or a ruler. For example, if an item prompts a student to measure the length of an object, a student with limited mobility will require teacher assistance to use the ruler. The teacher first needs to determine from the directions in the *Teacher Will* column, what actions the student is being asked to perform. In this example, the student is asked to measure the longest side of a triangle. The student needs to determine the longest side, place the ruler correctly, and determine the length of the side.
  - For each side of the object ,the teacher can ask, "*Is this the side to measure?*"
  - Once the student indicates the side to measure, he or she must know how to use a ruler. Place the ruler next to the indicated side in an offset manner (with the 0 set below the start of the side to be measured) and say the student, "*Tell me when the ruler is where you want it.*" Slide the ruler until the student indicates to stop. Then read the answer choices to the student.

Limited English Proficient (LEP) Students

Criteria

Additional accommodations are available for students whose access to the assessment is hindered due to language. The LEP student is an individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language, denies such individual the opportunity to learn successfully in classrooms where the language of instruction is English. The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For LEP students, the following accommodations are allowable:

- English-to-heritage language/heritage language-to-English dictionary such as those typically used in instructional settings. A dictionary with definitions written exclusively in the heritage language or English shall not be allowed. Electronic dictionaries are strictly prohibited and may be cause for invalidation.
- Limited assistance may be provided from an ESOL or heritage language teacher, including answering student questions about the general assessment directions in the heritage language, specific inquiries concerning a word or phrase, and questions for clarification.
- For Mathematics and Science assessments, limited assistance may be provided using the student's heritage language to answer specific questions about a word or phrase. The teacher may not give assistance that would help the student solve Mathematics and Science assessment questions.
- For the Reading assessment, the ESOL or heritage language teacher may answer student questions about the general assessment directions in the student's heritage language. The teacher may not read words to the student from the passages, assessment items, and performance tasks, and may not answer student questions about the reading passages, assessment items, or performance tasks in the student's heritage language.
- For the Writing assessment, the ESOL or heritage language teacher may answer student questions about general assessment directions in the student's heritage language. The teacher may answer questions about a word or phrase in the Writing script. The teacher may not read the script to the student or give assistance to the student in responding to the Writing script in the student's heritage language.

STUDENT ANSWER DOCUMENT

Completing Student Answer Documents

The Student Answer Document is used for official scoring. The answer Document will include a student label indicating the student's name, school, district, student identification number and grade level. The demographic section of the Student Answer Document should only be filled in when no student label exists for a student. Filling out information on the Answer Document that includes a student label will not correct information on the label. In order to correct any demographic information located on the affixed student label, contact your school or district student information data coordinator.

Student Demographic Information

The front of the answer sheet captures student demographic information. **Complete it only if there is no student label.** Complete the following fields:

Student Name: Provide the student's last name and first name. Do not leave this information blank. There are boxes for the first 17 letters of the student's last name and 12 letters of the first name. If known, enter the student's middle initial (MI).

Date of Birth: Provide the month, day, and year of the student's date of birth.

Grade Level: Mark the grade level of the student. See the *Chronological Age to Grade Placement Chart* on page 4 of this manual.

School Code: Provide the 5-digit district and school number combination for the district and school where the student currently attends.

Student Number: Provide the 9-digit student number.

Other Information

Did Not Participate: Mark the reason the student did not participate by content area: absent, not enrolled, or other.

Invalidation: Do not make any marks in this section.

Entering Official Responses on Student Answer Document

While assessment administrators may write notes and mark responses in the Nevada Alternate Assessment Test Booklet as the assessment is administered, this information will not be captured for scoring purposes. An Answer Document must be completed for each student. An Answer Document may be bubbled in as the student is being assessed or the responses may be transferred to the Answer Document afterwards. If responses are being transferred afterwards, carefully match the test booklet items to the Answer Document items. **Student scores should be recorded on "Scorer 1" pages only.**

Each content area in the test booklet should match to a specific content area on the Answer Document. If for some reason there is no video submitted for an item on the test, fill in the "N" bubble next to "Completed" after the number of each item where this occurs. All items for a given content area must be completed. Using a No. 2 pencil, only enter ONE response per item or the item response will be invalid. If a mistake is made, completely erase the incorrect answer and bubble in the correct response.

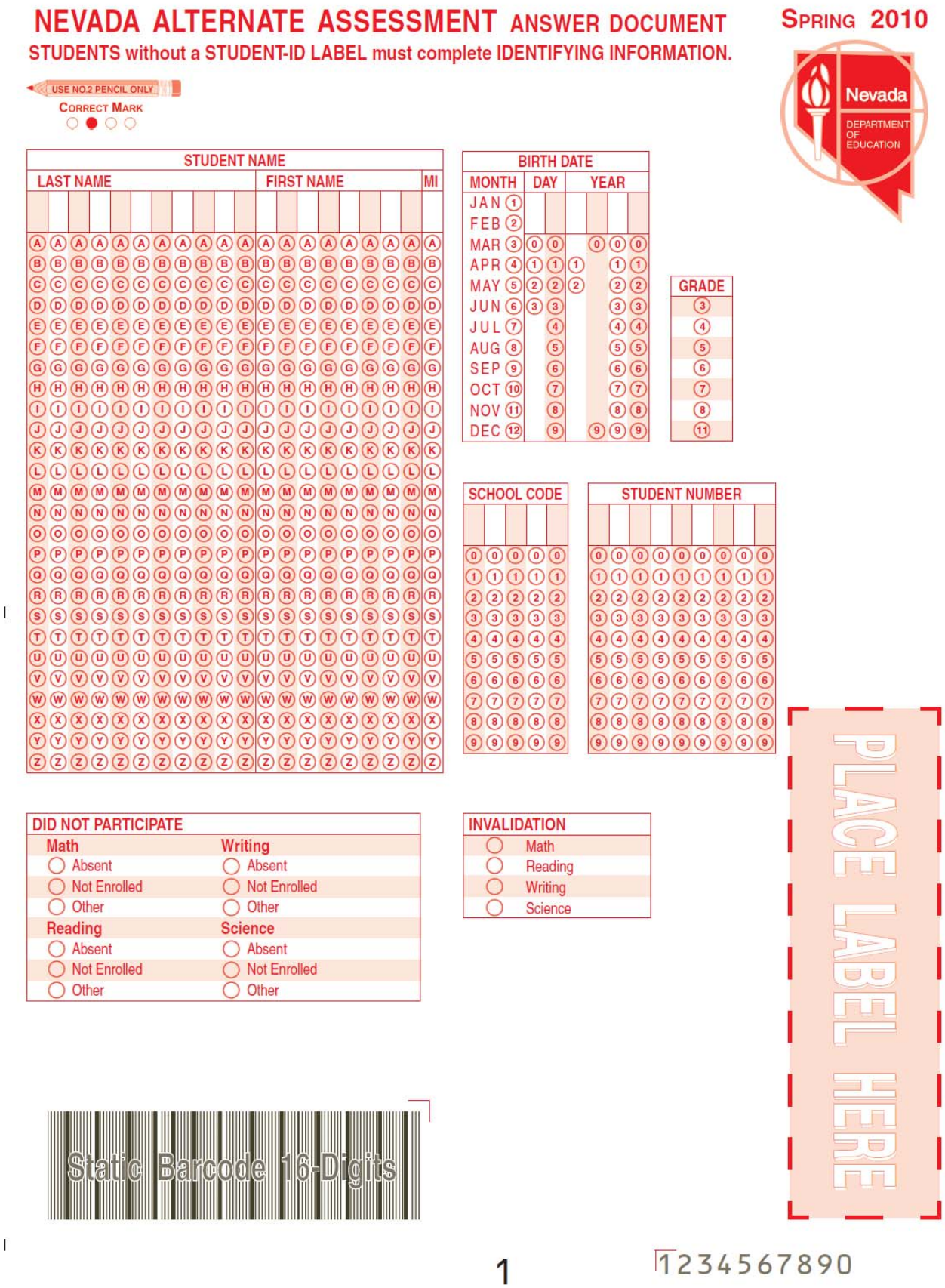
If a specific content area is not assessed for a given grade level, that section of the Answer Document should be left blank. For example, grade 3 students are only assessed on Reading and Mathematics, so the Science and Writing answer sections should be left blank.

Common Errors When Completing the Student Answer Document

All items must be completed for the content area that is being assessed in order for the student to receive a valid score. Multiple answers or trials left blank will cause the student to receive a score of No for that trial. When completing the Student Answer Document or transferring responses from the test booklet to the Answer Document, review for the following common errors:

- Multiple responses per trial
- Trial left blank
- Incorrect content area completed for specified grade level
- Content area left blank

Sample Student Answer Document – FRONT



Sample Student Answer Document – Scorer 1 Page Reading

NEVADA ALTERNATE ASSESSMENT
READING 3–8 AND 11
SCORER 1

1.1			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR
GR	1X	2X	NR

1.2			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

1.3			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

2.1			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR
GR	1X	2X	NR

2.2			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

2.3			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

3.1			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR
GR	1X	2X	NR

3.2			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

3.3			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

4.1			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR
GR	1X	2X	NR

4.2			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

4.3			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

5.1			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR
GR	1X	2X	NR

5.2			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

5.3			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

6.1			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR
GR	1X	2X	NR

6.2			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

6.3			
Completed	Y	N	
Trial 1	Y	N	NR
Trial 2	Y	N	NR
Trial 3	Y	N	NR
Trial 4	Y	N	NR

CONTACT INFORMATION

For questions regarding materials, shipments, and return procedures contact Erin Maskwa at Measured Progress:

maskwa.erin@measuredprogress.org
1-800-431-8901, ext. 2470

For participation criteria, the administration procedures or allowable accommodations, contact Lisa Ford at the Nevada Department of Education:

lford@doe.nv.gov
1-702-486-6561

APPENDICES

APPENDIX I: GLOSSARY OF TERMS

Reading

Analogy	shows how two sets of things are alike.
Antagonist	the villain or bad character in a passage
Antonym	a word that means the opposite of another word
Bandwagon	means that everyone wants to do the same thing
Bolded word	an important word that is darker than the other words
Culture	what people have in common
Diagram	shows the parts of something and how they work together
Event	something that happens in a passage.
First person point of view	when the author tells a story using “I,” “we,” “ us,” or “my”
Historical event	an important event that happened in the past
Hyperbole	a big exaggeration
Image	a picture that a word creates
Interview	when someone asks questions to gain information
Main idea	what a story or passage is mainly about
Map	used to show places and helps you get somewhere
Personification	when an animal or object has human qualities
Protagonist	the hero or good character in the story
Simile	a comparison of two things using “like” or “as”
Snob appeal	means that someone is trying to make themselves better than everyone else
Synonym	a word that means the same as another word
Testimonial	means when someone important says that information is true
Theme	a message of a text
Third person point of view	when the author tells the story using “he,” “she,” or “they”
Tone	word an author uses try to make you feel something
Topic	one word that tells what a passage is mostly about
Underlined words	important words that that have a line under them

Mathematics

Census	all of a set
Congruent	objects are exactly the same in shape and size
Mode	the number/object that shows up most often
Sample	some of a set
Similar	shapes look alike but are not the same size

Science

Cause and effect	the relationship between two things when one thing makes something else happen
Data	facts we collect and organize as the result of experience, observation, or experiments
Extinct	an animal or plant is no longer alive
Habitat	the natural home or region of a plant or animal
Landform	a feature that makes up the Earth's surface
Model	a copy of something
Physical characteristic	tells us something about how a plant or animal looks
Physical property	something you can observe about an object
Safety equipment	keeps you safe when working with dangerous items
Scientific data	facts we collect and organize as the result of experience, observation, or experiments
Scientific model	allows us to explain how we think some part of the world works
Scientific tool	used to gather specific information
Soil	the surface layer of the Earth

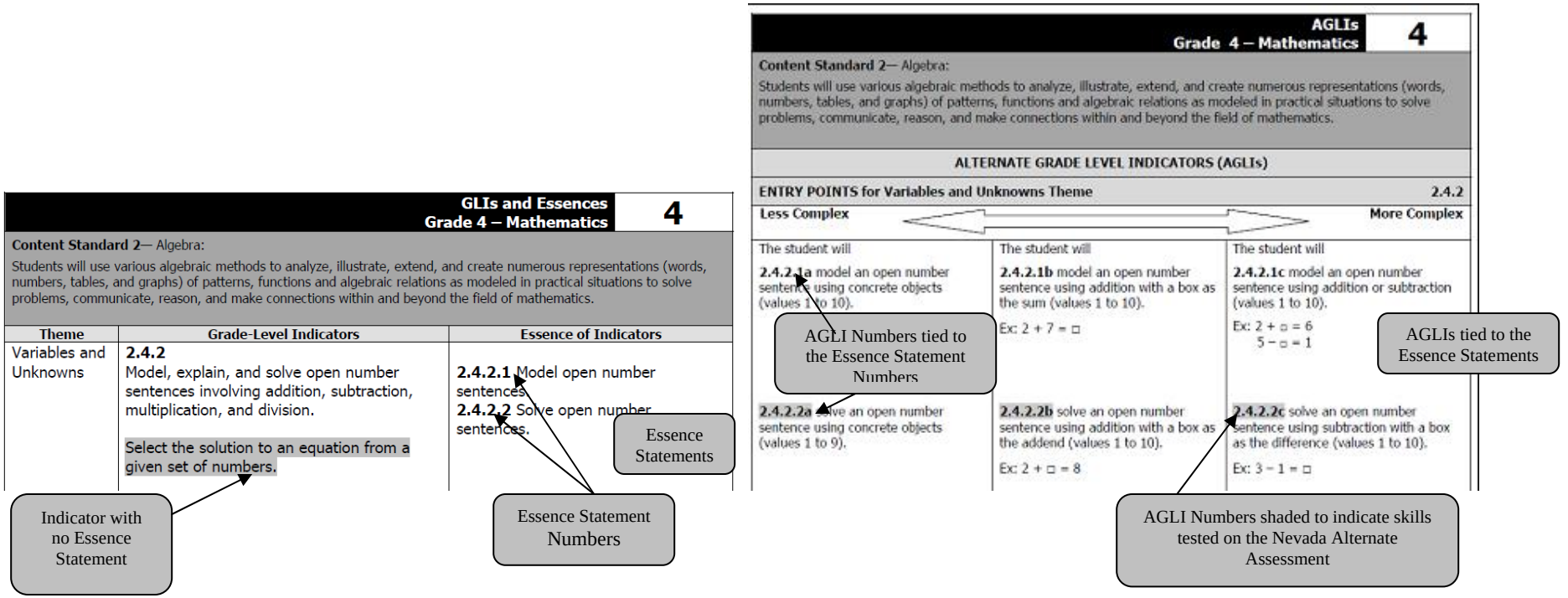
Writing

Persuade	to get someone to do something
Sensory imagery	words that help you see, touch, hear, taste, or smell something
Subject	the who or what the sentence is about
Verb	an action word in a sentence

APPENDIX II: ALTERNATE GRADE LEVEL INDICATORS

The Alternate Grade Level Indicators (AGLIs) are the skills students are assessed on. The AGLIs are **extensions of the general education standards**. The AGLIs are extended through essence statements directly derived from the general education indicators. For each essence statement, three AGLIs were developed to represent skills that encompass less complex to more complex processing.

Each set of grade level indicators and alternate grade level indicators is set up on two pages. On the left side are the general education grade level content standard and the strands/themes encompassed within the content standard, grade level indicators, and essence statements. Shaded indicators were not extended to an essence statement and AGLIs.



The right side includes the general education content standard and three levels of alternate grade level indicators extended from each essence statement. The three AGLIs are listed from left to right from less complex to more complex. Assessment items are written to the AGLIs The shaded A GLI numbers indicate the AGLIs that will be on the alternate assessment.

READING

GLIs and Essences Grade 3 – Reading	3

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

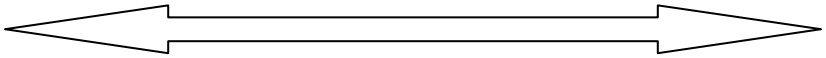
Strand	Grade-Level Indicators	Essence of Indicators
Phonics and Structural Analysis	**1.3.3** Decode words in text using • base words • compound words • irregular spelling patterns	**1.3.3.1** Decode text using phonics.

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Phonics and Structural Analysis **1.3.3**

Less Complex  **More Complex**		
The student will **1.3.3.1a** identify a letter. Ex: letter f, picture of a dog, picture of a fork	The student will **1.3.3.1b** identify a letter name.	The student will **1.3.3.1c** identify letter sound relationships.

GLIs and Essences Grade 3 – Reading	3

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Strand	Grade-Level Indicators	Essence of Indicators
Vocabulary Development	**1.3.4** Build and extend vocabulary using • antonyms • synonyms	**1.3.4.1** Identify the meaning of antonyms and synonyms.
	Use dictionaries and/or text to determine the meaning of a multiple meaning word.	
	Apply alphabetic order to locate words using the first and second letters of a word.	

AGLIs Grade 3 – Reading	3

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Vocabulary Development **1.3.4**

Less Complex ⟷ **More Complex**

The student will **1.3.4.1a** identify synonyms in text.	The student will **1.3.4.1b** identify antonyms in text.	The student will **1.3.4.1c** identify the meaning of antonyms and synonyms in text.

GLIs and Essences Grade 3 – Reading	3

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Strand	Grade-Level Indicators	Essence of Indicators
Fluency and Comprehension	**1.3.5** Use high frequency words in text to build fluency and comprehension (e.g., because, people)	**1.3.5.1** Use high frequency words and symbols in text.

AGLIs Grade 3 – Reading	3

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Fluency and Comprehension **1.3.5**

Less Complex ⟷ **More Complex**

The student will **1.3.5.1a** identify high frequency symbols. Ex: stop sign	The student will **1.3.5.1b** identify a high frequency word and its symbol. Ex: a stop sign = the word “stop”	The student will **1.3.5.1c** identify high frequency words in text.

GLIs and Essences Grade 3 – Reading	3

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Setting and Plot	**3.3.1** Describing setting in text. Describe the sequence of events in text.	**3.3.1.1** Describe setting in text. **3.3.1.2** Describe sequence of events in text.

AGLIs Grade 3 – Reading	3

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Setting and Plot **3.3.1**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.3.1.1a identify where something happens.	**3.3.1.1b** identify when something happens.	**3.3.1.1c** describe where and when something happens.
3.3.1.2a identify the first event in text.	**3.3.1.2b** identify the last event in text.	**3.3.1.2c** identify a three-part sequence in text.

GLIs and Essences Grade 3 – Reading	3

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Characterization	**3.3.2** Describe the character's physical and personality traits in text.	**3.3.2.1** Identify the character's traits in text.
	Describe character's emotions in text.	

AGLIs Grade 3 – Reading	3

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Characterization **3.3.2**

Less Complex ⟷ **More Complex**

The student will **3.3.2.1a** identify a character in text.	The student will **3.3.2.1b** identify physical traits of a given character in text. Ex: long hair, tall	The student will **3.3.2.1c** identify personality traits of a character in text. Ex: happy, friendly, sad

GLIs and Essences Grade 3 – Reading	3

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Theme	**3.3.3** Identify the main idea based on text.	**3.3.3.1** Identify the main idea in text.
	Identify supporting details based on the main idea of text.	

AGLIs Grade 3 – Reading	3

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Theme **3.3.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.3.3.1a identify a topic in text. Ex: picture of bears	**3.3.3.1b** identify the topic of a sentence.	**3.3.3.1c** identify the main idea of a paragraph. Ex: Bears live outdoors.

GLIs and Essences Grade 4 – Reading	4

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Setting and Plot	**3.4.1** Describe elements of plot in text with a focus on • external conflict • resolution	**3.4.1.1** Describe the problem and/or solution in text.

AGLIs Grade 4 – Reading	4

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Setting and Plot **3.4.1**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.4.1.1a identify the problem from text.	**3.4.1.1b** identify the solution from text.	**3.4.1.1c** describe the problem and the solution from text.

GLIs and Essences Grade 4 – Reading	4

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Characterization	**3.4.2** Describe the motivation for a character's actions in text.	**3.4.2.1** Identify why a character does something in text.

AGLIs Grade 4 – Reading	4

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Characterization **3.4.2**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.4.2.1a identify a character's action in text.	**3.4.2.1b** describe a character's action in text.	**3.4.2.1c** identify why a character does something in text. Ex: John claps because his team won the game.

GLIs and Essences Grade 4 – Reading	4

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Theme	**3.4.3** Explain the main idea supported by text.	**3.4.3.1** Identify the main idea and supporting ideas in text.

AGLIs Grade 4 – Reading	4

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Theme **3.4.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.4.3.1a identify one detail in text.	**3.4.3.1b** identify two details in text.	**3.4.3.1c** identify the main idea of text.

GLIs and Essences Grade 4 – Reading	4

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Text Features	**4.4.1** Explain the purpose of and/or gain information from text using • charts • graphs • bold-faced words • underlined words	**4.4.1.1** Use charts and/or graphs to identify information and/or identify purpose from text.

AGLIs Grade 4 – Reading	4

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Text Features **4.4.1**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
4.4.1.1a use a chart or graph to identify one piece of information.	**4.4.1.1b** use charts or graphs to identify two pieces of information.	**4.4.1.1c** identify the purpose of a chart or graph. Ex: Which chart shows who is here and who is not?

GLIs and Essences Grade 4 – Reading	4

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Language	**4.4.2** Identify similes in text. Identify hyperbole in text. Identify personification in text.	**4.4.2.1** Identify similes and/or hyperbole and/or personification in text.

AGLIs Grade 4 – Reading	4

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **4.4.2**

Less Complex ⟷ **More Complex**

The student will **4.4.2.1a** identify a simile in text. Ex: red like an apple	The student will **4.4.2.1b** identify personification in text.	The student will **4.4.2.1c** identify hyperbole in text.

GLIs and Essences Grade 4 – Reading	4

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Organizational and Structural Patterns	**4.4.3** Distinguish the main idea and supporting details in text.	**4.4.3.1** Identify main idea and/or supporting details in text.
	Identify cause and effect in text.	
	Describe problem and solution in text.	**4.4.3.2** Describe problem and/or solution in text.
	Identify facts in text.	

AGLIs Grade 4 – Reading	4

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Organizational and Structural Patterns **4.4.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
4.4.3.1a identify one detail in text.	**4.4.3.1b** identify two details in text.	**4.4.3.1c** identify the main idea of text.
4.4.3.2a identify the problem from text.	**4.4.3.2b** identify the solution from text.	**4.4.3.2c** describe the problem and the solution from text.

	5

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures and times.

Strand	Grade-Level Indicators	Essence of Indicators
Setting and Plot	**3.5.1** Describe elements of plot in text with a focus on internal conflict.	
	Describe how one event causes another in text.	**3.5.1.1** Describe how one event causes another in text.

AGLIs Grade 5 – Reading	5

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Setting and Plot **3.5.1**

Less Complex ⟷ **More Complex**

The student will **3.5.1.1a** identify an event from text.	The student will **3.5.1.1b** identify a connection between events in text.	The student will **3.5.1.1c** describe how one event causes another in text.

GLIs and Essences Grade 5 – Reading	5

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Characterization	**3.5.2** Describe how character motivation affects plot in text.	
	Describe obvious changes in character and reason for changes based on text.	**3.5.2.1** Identify changes made by a character in text.

AGLIs Grade 5 – Reading	5

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Characterization **3.5.2**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.5.2.1a identify a change a character makes at the end of text. Ex: awake (eyes open)/asleep (eyes closed)	**3.5.2.1b** identify a character's behavior at the beginning of text.	**3.5.2.1c** identify why a character's behavior changed in text.

GLIs and Essences Grade 5 – Reading	5

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Theme	**3.5.3** Explain a lesson learned based on events and/or character actions in text.	**3.5.3.1** Identify a lesson learned in text.

AGLIs Grade 5 – Reading	5

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Theme **3.5.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.5.3.1a identify a character's action related to a lesson.	**3.5.3.1b** identify the result of a character's action(s) related to a lesson.	**3.5.3.1c** identify a lesson learned in text.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Text Features	**4.5.1** Explain the purpose of and/or gain information from text using • maps • diagrams • italicized words • parentheses Identify the purpose of and/or gain information from text using • glossaries • indices	**4.5.1.1** Use maps and/or diagrams to gain information and/or identify purpose from text.

AGLIs Grade 5 – Reading	5

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Text Features **4.5.1**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
4.5.1.1a identify one piece of information from a map and/or diagram.	**4.5.1.1b** use maps and/or diagrams to identify two pieces of information.	**4.5.1.1c** identify the purpose of a map and/or diagram.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Language	**4.5.2** Explain the meaning of similes in text.	
	Explain the use of hyperbole in text.	
	Explain the use of personification in text.	
	Identify imagery in text.	**4.5.2.1** Identify imagery in text.

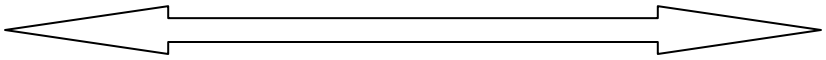
AGLIs Grade 5 – Reading	5

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **4.5.2**

Less Complex  **More Complex**

The student will	The student will	The student will
4.5.2.1a identify an image that a word creates in text.	**4.5.2.1b** identify an image that two words create in text.	**4.5.2.1c** identify an image that is created from a paragraph.

GLIs and Essences Grade 5 – Reading	5

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

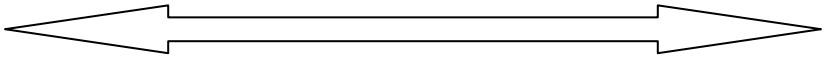
Strand	Grade-Level Indicators	Essence of Indicators
Organizational and Structural Patterns	**4.5.3** Determine important information, main idea, and supporting details with a focus on • posters • how to articles • encyclopedias • non-fiction articles • newsletters • brochures Explain a cause and its effect on events in text. Identify opinions in text.	**4.5.3.1** Identify information from how-to-articles.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Organizational and Structural Patterns **4.5.3**

Less Complex  **More Complex**

The student will **4.5.3.1a** identify a detail from a how-to article.	The student will **4.5.3.1b** identify two details from a how-to article.	The student will **4.5.3.1c** identify the main idea of a how-to article.

GLIs and Essences Grade 6– Reading	6

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Characterization	**3.6.2** Describe protagonist and antagonist in text.	**3.6.2.1** Describe the protagonist and antagonist in text.
	Describe what a character's thoughts reveal about him or her based on text.	

AGLIs Grade 6– Reading	6

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Characterization **3.6.2**

Less Complex ⟷ **More Complex**

The student will **3.6.2.1a** identify the protagonist.	The student will **3.6.2.1b** identify the antagonist.	The student will **3.6.2.1c** describe the protagonist and the antagonist.

GLIs and Essences Grade 6– Reading	6

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Theme	**3.6.3** Identify the theme of text.	**3.6.3.1** Identify the theme of text.

AGLIs Grade 6– Reading	6

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Theme **3.6.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.6.3.1a identify elements of a given theme in text. Ex: Sharing is caring.	**3.6.3.1b** identify a stated theme in text. Ex: Slow and steady wins the race.	**3.6.3.1c** identify an implied theme in text. Ex: Never give up.

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Point of View	**3.6.4** Identify author's point of view.	**3.6.4.1** Identify point of view.

AGLIs Grade 6– Reading	6

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Point of View **3.6.4**

Less Complex ⟷ **More Complex**

The student will **3.6.4.1a** identify the speaker in text.	The student will **3.6.4.1b** identify first-person point of view in text.	The student will **3.6.4.1c** identify third-person point of view in text.

GLIs and Essences Grade 6– Reading	6

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Text Features	**4.6.1** Use text features to draw conclusions based on text.	**4.6.1.1** Use text features to draw conclusions in text.

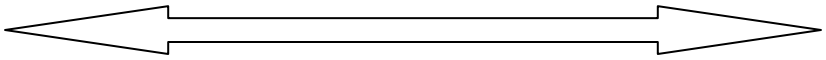
AGLIs Grade 6– Reading	6

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Text Features **4.6.1**

Less Complex  **More Complex**

The student will **4.6.1.1a** identify bold-face words in text.	The student will **4.6.1.1b** identify underlined words in text.	The student will **4.6.1.1c** draw a conclusion about why a word is/words are bold-face or underlined in text.

GLIs and Essences Grade 6– Reading	6

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

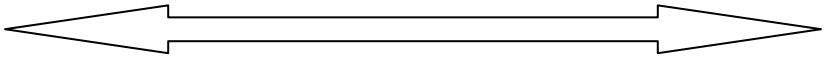
Strand	Grade-Level Indicators	Essence of Indicators
Language	**4.6.2** Explain the meaning of metaphors in text. Identify an analogy. Explain the use of imagery in text. Identify the tone of text. Explain author's use of language for the purpose of • persuasion • propaganda	**4.6.2.1** Identify the relationship or connection between sets of words.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **4.6.2**

Less Complex  **More Complex**

The student will **4.6.2.1a** identify common elements in text. Ex: categorizing	The student will **4.6.2.1b** identify the connection between words.	The student will **4.6.2.1c** identify an analogy.

GLIs and Essences Grade 6– Reading	6

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Organizational and Structural Patterns	**4.6.3** Determine important information, main idea, and supporting details with a focus on • schedules • web pages • newspaper articles • advertisements • textbook like articles • magazine articles	**4.6.3.1** Determine important information and/or main idea from a schedule.
	Determine organizational structure in text with a focus • question and answer • topic and subtopic	
	Identify the author's use of language that reflects facts and/or opinions.	**4.6.3.2** Identify fact and/or opinion.

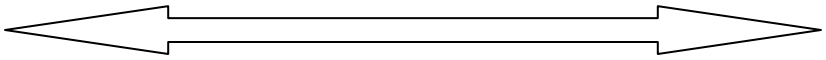
AGLIs Grade 6– Reading	6

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Organizational and Structural Patterns **4.6.3**

Less Complex  **More Complex**

The student will	The student will	The student will
4.6.3.1a identify a detail from a schedule.	**4.6.3.1b** identify two details from a schedule.	**4.6.3.1c** identify the main idea of a schedule.
4.6.3.2a identify a fact in text.	**4.6.3.2b** identify an opinion in text.	**4.6.3.2c** distinguish between a fact and an opinion in text.

GLIs and Essences Grade 7– Reading	7

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Strand	Grade-Level Indicators	Essence of Indicators
Vocabulary Development	**1.7.4** Identify words with strong connotations in text.	**1.7.4.1** Identify words that suggest other words in text.

AGLIs Grade 7– Reading	7

Content Standard 1— Word Analysis

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Characterization **1.7.4**

Less Complex ⟷ **More Complex**

The student will **1.7.4.1a** identify the literal meaning of a word. Ex: plate of spaghetti = food	The student will **1.7.4.1b** identify a concrete word that suggests another word. Ex: sand paper = rough	The student will **1.7.4.1c** identify an abstract word that suggests another word. Ex: love = heart

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Characterization	**3.7.2** Explain the relationship between/among main and supporting characters based on text.	
	Describe the author's development of character(s) based on text. (e.g., clue the author gives in the passage to reveal the character to the reader or the evolution of the character throughout the passage)	**3.7.2.1** Identify clues that provide information about the characters in text.

AGLIs Grade 7– Reading	7

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Characterization **3.7.2**

Less Complex ⟷ **More Complex**

The student will **3.7.2.1a** identify a clue in text.	The student will **3.7.2.1b** identify one clue the author reveals about a character(s) in a paragraph.	The student will **3.7.2.1c** identify a prediction given a clue about a character.

GLIs and Essences Grade 7– Reading	7

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Theme	**3.7.3** Explain a theme based on events and/or characters' actions in text.	**3.7.3.1** Describe an event that supports a theme in text.

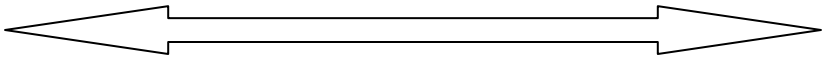
AGLIs Grade 7– Reading	7

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Theme **3.7.3**

Less Complex  **More Complex**

The student will	The student will	The student will
3.7.3.1a identify a theme in text. Ex: Believe in yourself.	**3.7.3.1b** identify an event that supports a given theme.	**3.7.3.1c** describe an event that supports a given theme.

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Tone, Mood, and Irony	**3.7.6** Identify words or phrases that reveal tone and/or mood of text.	**3.7.6.1** Identify words and/or phrases that create tone in text.
	Identify dramatic irony in text.	

AGLIs Grade 7– Reading	7

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Tone, Mood, and Irony **3.7.6**

Less Complex ⟷ **More Complex**

The student will **3.7.6.1a** identify an emotion.	The student will **3.7.6.1b** identify a word that reflects an emotion.	The student will **3.7.6.1c** identify the tone of a paragraph.

GLIs and Essences Grade 7– Reading	7

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Language	**4.7.2** Identify symbolism in text.	
	Explain the meaning of an analogy in text.	
	Identify words and phrases that reveal tone of text.	
	Explain persuasive techniques in text with a focus on • bandwagon • testimonial • glittering generalities • snob appeal	**4.7.2.1** Identify persuasive techniques in text.

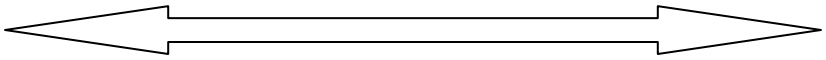
AGLIs Grade 7– Reading	7

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **4.7.2**

Less Complex  **More Complex**

The student will **4.7.2.1a** identify an example of the bandwagon technique.	The student will **4.7.2.1b** identify an example of the testimonial technique.	The student will **4.7.2.1c** identify an example of the snob appeal technique.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

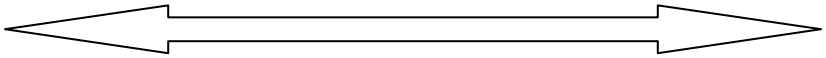
Strand	Grade-Level Indicators	Essence of Indicators
Organizational and Structural Patterns	**4.7.3** Determine important information, main idea, and supporting details with a focus on • electronic text • autobiographies • biographies • letters • history related articles Determine organizational structure in text with a focus on • cause and effect • compare and contrast • fact and opinion • order of importance Identify an author's viewpoint, argument, or perspective and supporting evidence. Identify opinions that are disguised as facts in text.	**4.7.3.1** Identify information from a letter.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Organizational and Structural Patterns **4.7.3**

Less Complex  **More Complex**

The student will **4.7.3.1a** identify a detail from a letter.	The student will **4.7.3.1b** identify two details from a letter.	The student will **4.7.3.1c** identify the main idea of a letter.

GLIs and Essences Grade 8– Reading	8

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Theme	**3.8.3** Compare themes generated by a single topic.	**3.8.3.1** Identify two or more themes generated by a single topic.

AGLIs Grade 8– Reading	8

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Theme **3.8.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.8.3.1a identify the topic in two texts.	**3.8.3.1b** identify the theme based on a given topic.	**3.8.3.1c** identify two themes based on a topic.

GLIs and Essences Grade 8– Reading	8

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Language	**3.8.5** Explain the author's use of figurative language (e.g., analogy, symbolism)	**3.8.5.1** Explain figurative language.

AGLIs Grade 8– Reading	8

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **3.8.5**

Less Complex ⟷ **More Complex**

The student will **3.8.5.1a** explain the meaning of simile in text. Ex: her face is red like an apple = embarrassed	The student will **3.8.5.1b** explain the meaning of hyperbole in text.	The student will **3.8.5.1c** explain the meaning of personification in text.

GLIs and Essences Grade 8– Reading	8

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Cultures and Time Periods	**3.8.7** Analyze the influence of historical events on an author's work.	**3.8.7.1** Identify historical events in text.

AGLIs Grade 8– Reading	8

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Cultures and Time Periods **3.8.7**

Less Complex ⟷ **More Complex**

The student will **3.8.7.1a** identify a historical event in text.	The student will **3.8.7.1b** identify a historical event from a paragraph.	The student will **3.8.7.1c** identify two related historical events from a paragraph.

GLIs and Essences Grade 8– Reading	8

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Language	**4.8.2** Explain the author's use of figurative language (e.g., symbolism)	**4.8.2.1** Explain why symbols are used in text.
	Compare tone between texts.	
	Explain persuasive techniques in text with a focus on • transfer appeal • unfinished claim • rhetorical question • loaded language	

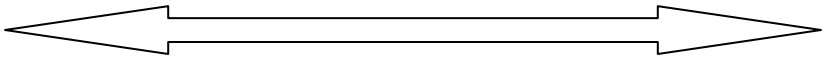
AGLIs Grade 8– Reading	8

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **4.8.2**

Less Complex  **More Complex**

The student will **4.8.2.1a** identify the meaning of a symbol in text.	The student will **4.8.2.1b** explain the author's use of a symbol in text.	The student will **4.8.2.1c** identify the abstract meaning of a symbol in text.

GLIs and Essences Grade 8– Reading	8

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Organizational and Structural Patterns	**4.8.3** Determine important information, main idea, and supporting details with a focus on • science related articles • environmental pieces • interviews • essays • primary documents • speeches Explain the purpose of organizational structure in text. Explain an author use of details to support an argument, viewpoint or perspective. Compare authors' arguments, viewpoints or perspectives.	**4.8.3.1** Identify information from Speeches.

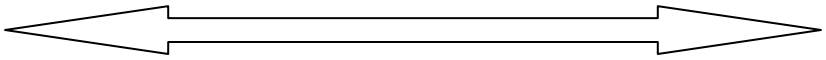
AGLIs Grade 8– Reading	8

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Organizational and Structural Patterns **4.8.3**

Less Complex  **More Complex**

The student will **4.8.3.1a** identify a detail from an interview.	The student will **4.8.3.1b** identify two details from an interview.	The student will **4.8.3.1c** identify the main idea of an interview.

GLIs and Essences Grade 8– Reading	8

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Cultures and Times	**4.8.4** Analyze the influence of historical events on an author's work.	**4.8.4.1** Identify historical events in text.

AGLIs Grade 8– Reading	8

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Cultures and Times **4.8.4**

Less Complex ⟷ **More Complex**

The student will **4.8.4.1a** Identify a historical event in text.	The student will **4.8.4.1b** identify a historical event from a paragraph.	The student will **4.8.4.1c** identify two related historical events from a paragraph.

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Theme	**3.12.3** Analyze theme to show the text's connections to human experience and/or lessons learned in text.	**3.12.3.1** Identify theme based on human experience in text.

AGLIs Grade 11– Reading	11

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Theme **3.12.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.12.3.1a identify a human experience in text.	**3.12.3.1b** identify a theme based on a human experience in text.	**3.12.3.1c** identify a common theme of human experiences from two texts.

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

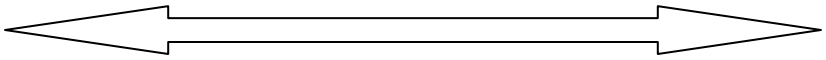
Strand	Grade-Level Indicators	Essence of Indicators
Language	**3.12.5** Analyze the author's use of language and/or syntax.	**3.12.5.1** Explain the author's use of language.

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **3.12.5**

Less Complex  **More Complex**

The student will	The student will	The student will
3.12.5.1a identify the author's reason for using given words. Ex: make you laugh, cry	**3.12.5.1b** identify the author's reason for using a given phrase. Ex: simile, hyperbole, personification	**3.12.5.1c** explain the author's use of language.

GLIs and Essences Grade 11– Reading	11

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Strand	Grade-Level Indicators	Essence of Indicators
Cultures and Time Periods	**3.12.7** Analyze the influence of culture on an author's work.	**3.12.7.1** Identify cultural influences in text.

AGLIs Grade 11– Reading	11

Content Standard 3— Literary Text

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Cultures and Time Periods **3.12.7**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.12.7.1a identify a culture in text.	**3.12.7.1b** identify a cultural element in text.	**3.12.7.1c** identify the culture of the author's work.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Language	**4.12.2** Analyze the author's use of language and/or syntax. Explain the author's use of stylistic devices to create tone. Analyze intended and unintended effects of persuasive and/or propaganda techniques in text. Analyze persuasive language and techniques for intent and/or effectiveness in text.	**4.12.2.1** Explain the author's use of language.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Language **4.12.2**

Less Complex ⟷ **More Complex**

The student will **4.12.2.1a** identify the author's reason for using given words. Ex: make you laugh, cry	The student will **4.12.2.1b** identify the author's reason for using a given phrase. Ex: simile, hyperbole, personification	The student will **4.12.2.1c** explain the author's use of language.

GLIs and Essences Grade 11– Reading	11

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Organizational and Structural Patterns	**4.12.3** Determine important information, main idea, and supporting details with a focus on • political essays • research articles • workplace documents • consumer documents • nostalgic pieces • commentaries • special interest articles Analyze the author's use of organizational structure. Analyze the logic and/or support of an author's argument, viewpoint or perspective.	**4.12.3.1** Identify information from a consumer document.

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Organizational and Structural Patterns **4.12.3**

Less Complex		**More Complex**
The student will **4.12.3.1a** identify a detail from consumer text.	The student will **4.12.3.1b** identify two details from consumer text.	The student will **4.12.3.1c** identify the main idea of a consumer text.

GLIs and Essences Grade 11– Reading	11

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Strand	Grade-Level Indicators	Essence of Indicators
Cultures and Times	**4.12.4** Analyze the influence of culture on an author's work.	**4.12.4.1** Identify cultural influences in text.

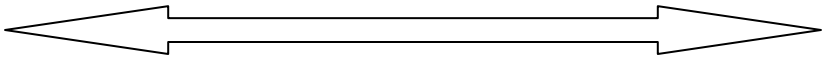
AGLIs Grade 11– Reading	11

Content Standard 4— Expository Text

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Cultures and Times **4.12.4**

Less Complex  **More Complex**

The student will **4.12.4.1a** identify a culture in text.	The student will **4.12.4.1b** identify a cultural element in text.	The student will **4.12.4.1c** identify the culture of the author's work.

MATHEMATICS

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections with and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Place Value	**1.3.1** Identify, use, and model place value positions of 1's, 10's, 100's, and 1,000's.	**1.3.1.1** Identify place value. **1.3.1.2** Model place value.
	Identify the value of a given digit in the 1's, 10's, 100's, and 1,000's place.	**1.3.1.3** Identify the value of a digit.

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections with and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Place Value Theme **1.3.1**

Less Complex ⟷		**More Complex**
The student will	The student will	The student will
1.3.1.1a count the objects in a collection of up to 10 objects.	**1.3.1.1b** identify the place value of one-digit numbers up to nine in terms of ones.	**1.3.1.1c** identify the place value of two-digit numbers up to 99 in terms of tens and ones.
1.3.1.2a make a collection of objects for a given number up to 10.	**1.3.1.2b** identify the place value of one-digit numbers up to nine using models.	**1.3.1.2c** identify the place value of two-digit numbers up to 99 using models.
1.3.1.3a identify a numeral within a set.	**1.3.1.3b** identify the number of ones or tens that are in a number up to 19.	**1.3.1.3c** identify the number of ones and tens that are in a number up to 50.

GLIs and Essences Grade 3 – Mathematics	3

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections with and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Comparing and Ordering	**1.3.3** Read, write, compare, and order numbers from 0 – 9,999.	**1.3.3.1** Use numbers. **1.3.3.2** Identify numerals. **1.3.3.3** Compare numbers. **1.3.3.4** Order numbers.
	Read and write number words to 100.	**1.3.3.5** Use number words.

AGLIs Grade 3 – Mathematics	3

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections with and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Comparing and Ordering Theme **1.3.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
1.3.3.1a match numbers 1 to 5 with a corresponding collection of objects.	**1.3.3.1b** match numbers 1 to 10 with a corresponding collection of objects and/or drawings.	**1.3.3.1c** match numbers 1 to 50 with a corresponding collection of objects and/or drawings.
1.3.3.2a identify numerals represented by a collection of 1 to 5 objects.	**1.3.3.2b** identify numerals represented by a collection of 1 to 10 objects and/or drawings.	**1.3.3.2c** identify numerals represented by a collection of 1 to 50 objects and/or drawings.
1.3.3.3a compare numbers of 1 to 5 objects.	**1.3.3.3b** compare numbers 1 to 10.	**1.3.3.3c** compare numbers 1 to 20.
1.3.3.4a order numbers of 1 to 5 objects.	**1.3.3.4b** order numbers of 1 to 10 objects.	**1.3.3.4c** order numbers of 1 to 20 objects.
1.3.3.5a match the numerals 1 to 5 with their number words.	**1.3.3.5b** match the numerals 1 to 10 with their number words.	**1.3.3.5c** match the numerals 1 to 20 with their number words.

GLIs and Essences Grade 3 – Mathematics	3

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

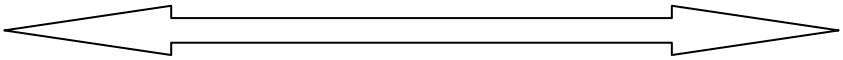
Theme	Grade-Level Indicators	Essence of Indicators
Patterns	**2.3.1** Recognize, describe, and create patterns using objects and numbers found in tables, number charts, and charts. Record results of patterns created using manipulatives, pictures, and numeric representations and describe how they are extended.	**2.3.1.1** Identify patterns. **2.3.1.2** Describe patterns. **2.3.1.3** Create patterns.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Patterns Theme **2.3.1**

Less Complex  **More Complex**

The student will	The student will	The student will
2.3.1.1a identify one attribute to sort objects (color, shape, size, or texture).	**2.3.1.1b** identify two attributes to sort objects (color, shape, size, or texture).	**2.3.1.1c** identify an AB pattern.
2.3.1.2a describe one attribute in a group of objects (color, shape, size, or texture).	**2.3.1.2b** describe two attributes in a group of objects (color, shape, size, or texture).	**2.3.1.2c** describe an AB pattern.
2.3.1.3a sort objects by one attribute (color, shape, size, or texture).	**2.3.1.3b** create an AB pattern.	**2.3.1.3c** create an ABC pattern.

GLIs and Essences Grade 3 – Mathematics	3

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

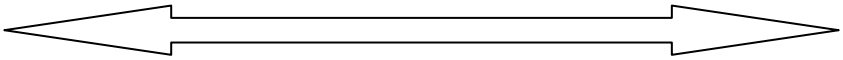
Theme	Grade-Level Indicators	Essence of Indicators
Variables and Unknowns	**2.3.2** Model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts. Use variables and open sentences to express relationships.	**2.3.2.1** Model open number sentences. **2.3.2.2** Solve open number sentences.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Variables and Unknowns Theme **2.3.2**

Less Complex  **More Complex**

The student will **2.3.2.1a** model an open number sentence using concrete objects (values 1 to 5)	The student will **2.3.2.1b** model an open number sentence using addition with a box as the sum (values 1 to 5). Ex: 2 + 1 = □	The student will **2.3.2.1c** model an open number sentence using addition with a box as an addend (values 1 to 5). Ex: 2 + □ = 5
2.3.2.2a solve an open number sentence using concrete objects (values 1 to 5).	**2.3.2.2b** solve an open number sentence with a box as the sum (values 1 to 5). Ex: 3 + 1 = □	**2.3.2.2c** solve an open number sentence using addition with a box as an addend (values 1 to 5). Ex: 3 + □ = 5

GLIs and Essences Grade 3 – Mathematics	3

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Precision in Measurement	**3.3.2** Select and use appropriate units of measure.	**3.3.2.1** Select appropriate unit of measure. **3.3.2.2** Use appropriate unit of measure.
	Measure to a required degree of accuracy (to the nearest $\frac{1}{2}$ unit).	**3.3.2.3** Measure to the nearest whole unit.

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Precision in Measurement **3.3.2**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.3.2.1a identify the appropriate unit of measure for length. Ex: Choose between an inch or a mile to measure the length of a piece of writing paper.	**3.3.2.1b** identify the appropriate unit of measure for liquids. Ex: Choose between a cup or a gallon to measure the liquid in a drinking glass.	**3.3.2.1c** identify the appropriate unit of measure for area. Ex: Choose between a square foot or a square mile to measure a classroom floor.
3.3.2.2a determine the appropriate unit of measure to use when measuring length.	**3.3.2.2b** determine the appropriate unit of measure to use when measuring volume.	**3.3.2.2c** determine the appropriate unit of measure to use when measuring area.
3.3.2.3a select the appropriate tool to measure a given object.	**3.3.2.3b** identify the unit of measure for the length of an object given two choices. Ex: Is the length of an unsharpened pencil inches or feet?	**3.3.2.3c** measure the length of an object to the nearest whole unit.

GLIs and Essences Grade 3 – Mathematics	3

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Money	**3.3.4** Determine possible combinations of coins and bills to equal given amounts.	**3.3.4.1** Identify amounts of money.
	Read, write, and use money notation.	**3.3.4.2** Use money notation.
	Recognize equivalent relationships between and among bills and coins.	

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Money **3.3.4**

Less Complex ⟷		**More Complex**
The student will	The student will	The student will
3.3.4.1a identify a coin from a set of objects.	**3.3.4.1b** identify a specific coin from a set of three coins.	**3.3.4.1c** identify two specific coins from a set of four coins.
3.3.4.2a identify the value of coins in words (penny).	**3.3.4.2b** identify the value of coins in words (penny, quarter).	**3.3.4.2c** identify the value of coins in words (penny, nickel, quarter).

GLIs and Essences Grade 4 – Mathematics	4

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Fractions	**1.4.2** Identify fractions and compare fractions with like denominators using models, drawings, and numbers.	**1.4.2.1** Identify fractions. **1.4.2.2** Compare fractions.

AGLIs Grade 4 – Mathematics	4

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Fractions Theme **1.4.2**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
1.4.2.1a identify an object as a whole.	**1.4.2.1b** identify an object as half of a whole.	**1.4.2.1c** identify that a fraction is part of a whole.
1.4.2.2a match two whole objects.	**1.4.2.2b** match whole objects and partial objects.	**1.4.2.2c** match whole objects and half objects.

GLIs and Essences Grade 4 – Mathematics	4

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Comparing and Ordering	**1.4.3** Read, write, compare, and order whole numbers.	**1.4.3.1** Use numbers. **1.4.3.2** Compare numbers. **1.4.3.3** Order numbers.
	Read and write number words.	**1.4.3.4** Use number words.

AGLIs Grade 4 – Mathematics	4

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Comparing and Ordering Theme **1.4.3**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
1.4.3.1a match numbers 1 to 10 with a corresponding collection of objects and/or drawings.	**1.4.3.1b** match numbers 1 to 50 with a corresponding collection of objects and/or drawings.	**1.4.3.1c** match numbers 1 to 100 with a corresponding collection of objects and/or drawings.
1.4.3.2a compare numbers of 1 to 10 objects	**1.4.3.2b** compare numbers 1 to 20.	**1.4.3.2c** compare numbers 1 to 50.
1.4.3.3a order numbers of 1 to 10objects.	**1.4.3.3b** order numbers 1 to 50.	**1.4.3.3c** order numbers 1 to 100.
1.4.3.4a match the numerals 1 to 10 with their number words.	**1.4.3.4b** match the numerals 1 to 20 with their number words.	**1.4.3.4c** match the numerals 1 to 50 with their number words.

GLIs and Essences Grade 4 – Mathematics	4

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

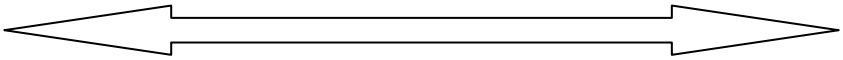
Theme	Grade-Level Indicators	Essence of Indicators
Variables and Unknowns	**2.4.2** Model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division. Select the solution to an equation from a given set of numbers.	**2.4.2.1** Model open number sentences. **2.4.2.2** Solve open number sentences.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Variables and Unknowns Theme **2.4.2**

Less Complex  **More Complex**

The student will **2.4.2.1a** model an open number sentence using concrete objects (values 1 to 10).	The student will **2.4.2.1b** model an open number sentence using addition with a box as the sum (values 1 to 10). Ex: 2 + 7 = □	The student will **2.4.2.1c** model an open number sentence using addition or subtraction (values 1 to 10). Ex: 2 + □ = 6 5 – □ = 1
2.4.2.2a solve an open number sentence using concrete objects (values 1 to 9).	**2.4.2.2b** solve an open number sentence using addition with a box as the addend (values 1 to 10). Ex: 2 + □ = 8	**2.4.2.2c** solve an open number sentence using subtraction with a box as the difference (values 1 to 10). Ex: 3 – 1 = □

GLIs and Essences Grade 4 – Mathematics	4

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

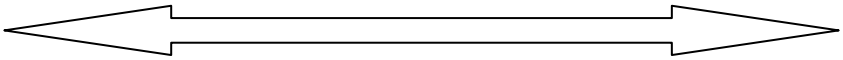
Theme	Grade-Level Indicators	Essence of Indicators
Number Sentences	**2.4.3** Complete number sentences with the appropriate words and symbols (+,–, x, ÷, >, <, =).	**2.4.3.1** Complete number sentence using appropriate mathematical symbols.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Number Sentences Theme **2.4.3**

Less Complex  **More Complex**

The student will **2.4.3.1a** match symbols to symbols (use +, −, =). Ex: +; (+ − =)	The student will **2.4.3.1b** complete a number sentence using appropriate symbols. (two choices only, using + and =)	The student will **2.4.3.1c** complete a number sentence using appropriate symbols. (three choices only, using +, −, and =)

GLIs and Essences Grade 4 – Mathematics	4

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

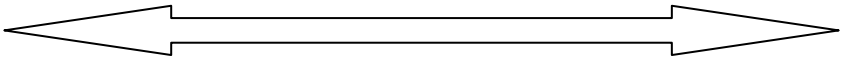
Theme	Grade-Level Indicators	Essence of Indicators
Estimation and Conversion	**3.4.1** Estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric). Estimate temperature in practical situations. (Not assessed on CRT)	**3.4.1.1** Estimate units of measure.

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Estimation and Conversion Theme **3.4.1**

Less Complex  **More Complex**

The student will **3.4.1.1a** identify the longer of two practical objects.	The student will **3.4.1.1b** identify the heavier of two practical objects.	The student will **3.4.1.1c** choose the best estimate for an object's length, given up to 3 choices.

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Time	**3.4.6** Use A.M. and P.M. appropriately in describing time.	**3.4.6.1** Use morning and afternoon appropriately.
	Use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time.	**3.4.6.2** Determine beginning time.

AGLIs Grade 4 – Mathematics	4

Content Standard 3— Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Time Theme **3.4.6**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
3.4.6.1a identify activities that occur in the morning when given a set of two activities.	**3.4.6.1b** identify activities that occur in the afternoon when given a set of three activities.	**3.4.6.1c** identify morning and afternoon activities when given a set of four activities.
3.4.6.2a identify a schedule from a set of objects.	**3.4.6.2b** identify the first activity on a given schedule.	**3.4.6.2c** identify the activity that goes with a given start time.

GLIs and Essences Grade 5 – Mathematics	5

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

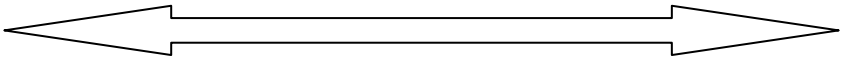
Theme	Grade-Level Indicators	Essence of Indicators
Facts	**1.5.5** Use multiples of 10 to expand knowledge of basic multiplication and division facts.	**1.5.5.1** Use multiples of 10.

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Facts Theme **1.5.5**

Less Complex  **More Complex**		
The student will **1.5.5.1a** identify up to 5 sets of 10 objects.	The student will **1.5.5.1b** skip-count by tens to a specified multiple of 10 up to 100.	The student will **1.5.5.1c** multiply a one-digit number by 10. Ex: $2 \times 10 = 20$ or $5 \times 10 = 50$

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Solving Problems	**1.5.8** Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations.	**1.5.8.1** Solve math problems in practical situations.

AGLIs Grade 5 – Mathematics	5

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Solving Problems Theme **1.5.8**

Less Complex ⟷		**More Complex**
The student will **1.5.8.1a** solve math problems using addition in practical situations (addends up to 5).	The student will **1.5.8.1b** solve math problems using subtraction in practical situations (subtrahend/minuend up to 10).	The student will **1.5.8.1c** solve math problems using addition or subtraction in practical situations (addends/ subtrahend/ minuend up to 50).

Content Standard 4— Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

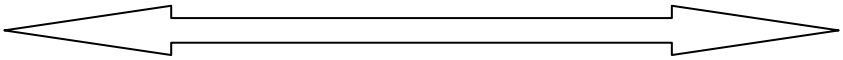
Theme	Grade-Level Indicators	Essence of Indicators
Coordinate Geometry	**4.5.3** Graph coordinates representing geometric shapes in the first quadrant	**4.5.3.1** Locate point(s) on a number line or grid.

Content Standard 4— Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Coordinate Geometry Theme **4.5.3**

Less Complex  **More Complex**

The student will **4.5.3.1a** identify a whole number (from 1–10) represented on a number line.	The student will **4.5.3.1b** identify a whole number (from 1–10) represented on a vertical number line.	The student will **4.5.3.1c** identify a point in the first quadrant (maximum scale of 5).

GLIs and Essences Grade 5 – Mathematics	5

Content Standard 4— Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Three-Dimensional Shapes	**4.5.4** Predict and describe the effects of combining, dividing, and changing shapes into other shapes.	**4.5.4.1** Identify the effects of combining shapes. **4.5.4.2** Identify the effects of dividing shapes.

Content Standard 4— Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Three-Dimensional Shapes Theme **4.5.4**

Less Complex ⟷ **More Complex**

The student will **4.5.4.1a** differentiate between two-dimensional and three-dimensional shapes.	The student will **4.5.4.1b** identify the shape formed when two two-dimensional shapes are combined.	The student will **4.5.4.1c** identify the shape formed when two three-dimensional shapes are combined.
4.5.4.2a sort a set into two-dimensional (2–D) and three-dimensional (3–D) shapes.	**4.5.4.2b** sort two-dimensional shapes by a given attribute. Ex: number of sides or corners	**4.5.4.2c** identify the shape formed when a two-dimensional shape is divided.

Content Standard 5— Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Central Tendency	**5.5.2** Compute range. Model and compute the measures of central tendency for mean, median, and mode.	**5.5.2.1** Identify the mode. **5.5.2.2** Identify the median.

Content Standard 5— Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Central Tendency Theme **5.5.2**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
5.5.2.1a identify the mode of a set of up to five discrete objects.	**5.5.2.1b** identify the mode of a set of up to 10 discrete objects.	**5.5.2.1c** identify the mode in a set of five numerical values.
5.5.2.2a identify the median length in an ordered set of three objects.	**5.5.2.2b** identify the median length in an ordered set of five objects.	**5.5.2.2c** identify the median in a set of five ordered numerical values.

GLIs and Essences Grade 5 – Mathematics	5

Content Standard 5— Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Interpretation of Data	**5.5.3** Interpret data and make predictions using stem-and-leaf plots and histograms.	**5.5.3.1** Interpret data.

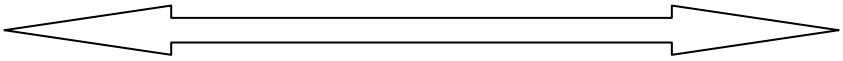
AGLIs Grade 5 – Mathematics	5

Content Standard 5— Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Interpretation of Data Theme **5.5.3**

Less Complex  **More Complex**

The student will **5.5.3.1a** identify which bar has the highest amount on a bar graph.	The student will **5.5.3.1b** identify which bar has the lowest amount on a bar graph.	The student will **5.5.3.1c** answer a simple question based on a bar graph.

GLIs and Essences Grade 6 – Mathematics	6

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Estimation	**1.6.6** Estimate using fractions, decimals, and percents. Use estimation strategies in mathematical and practical situations.	**1.6.6.1** Use estimation strategies.

AGLIs Grade 6 – Mathematics	6

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Estimation Theme **1.6.6**

Less Complex ⟷ **More Complex**

The student will **1.6.6.1a** estimate the number of items in a collection of up to 10 objects.	The student will **1.6.6.1b** estimate the number of items in a collection of up to 20 objects.	The student will **1.6.6.1c** estimate the sum of two sets of objects that have a sum up to 20.

GLIs and Essences Grade 6 – Mathematics	6

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Computation	**1.6.7** Calculate using fractions, decimals, and percents in mathematical and practical situations. Use order of operations to evaluate expressions with integers.	**1.6.7.1** Calculate using fractions.

AGLIs Grade 6 – Mathematics	6

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Computation Theme **1.6.7**

Less Complex ⟷ **More Complex**

The student will **1.6.7.1a** match a set of two parts with a whole.	The student will **1.6.7.1b** identify which set of parts, up to four, will make a whole.	The student will **1.6.7.1c** identify two fractions that will make a whole.

GLIs and Essences Grade 6 – Mathematics	6

Content Standard 3 — Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

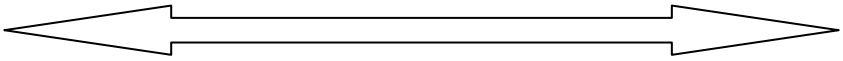
Theme	Grade-Level Indicators	Essence of Indicators
Money	**3.6.4** Compare and use unit cost in practical situations.	**3.6.4.1** Compare costs.

Content Standard 3 — Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Money Theme **3.6.4**

Less Complex  **More Complex**

The student will **3.6.4.1a** identify the cost of an item.	The student will **3.6.4.1b** determine the more expensive item when given two different items.	The student will **3.6.4.1c** determine the less expensive item when given two different items.

GLIs and Essences Grade 6 – Mathematics	6

Content Standard 3 — Measurement :

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Time	**3.6.6** Use equivalent periods of time to solve practical problems.	**3.6.6.1** Identify equivalent periods of time.

AGLIs Grade 6 – Mathematics	6

Content Standard 3 — Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Time Theme **3.6.6**

Less Complex ⟷ **More Complex**

The student will **3.6.6.1a** identify a unit of time, given various measurement units. Ex: Which one is a unit of time (hour, foot, pound)?	The student will **3.6.6.1b** select an appropriate unit of time for an activity. Ex: How long does it take to climb a mountain (one year, one day, one hour)?	The student will **3.6.6.1c** distinguish which measurement tool would be used to measure the time of a given activity. Ex: What would you look at to see whether you can go to lunch today (monthly calendar, watch, day planner)?

GLIs and Essences Grade 6 – Mathematics	6

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Data Collection and Organization	**5.6.1** Pose questions that guide the collection of data.	
	Organize and represent data using a variety of graphical representations including circle graphs and scatter plots.	**5.6.1.1** Organize and/or graph data.

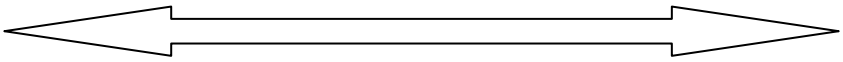
AGLIs Grade 6 – Mathematics	6

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Data Collection and Organization Theme **5.6.1**

Less Complex  **More Complex**

The student will **5.6.1.1a** organize data using concrete objects.	The student will **5.6.1.1b** organize data into a bar graph using concrete objects.	The student will **5.6.1.1c** organize data into a bar graph.

GLIs and Essences Grade 6 – Mathematics	6

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

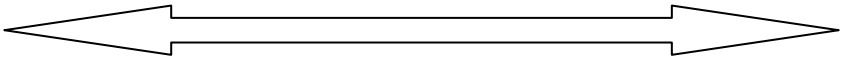
Theme	Grade-Level Indicators	Essence of Indicators
Permutations and Combinations	**5.6.4** Find the number of outcomes for a specific event by constructing sample spaces and tree diagrams.	**5.6.4.1** Determine outcomes for an event.

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Permutations and Combinations Theme **5.6.4**

Less Complex  **More Complex**

The student will **5.6.4.1a** choose a possible outcome when randomly choosing from two items.	The student will **5.6.4.1b** choose one possible outcome that is true for a grouping of two distinct items.	The student will **5.6.4.1c** identify all possible outcomes from an event with up to nine outcomes.

GLIs and Essences Grade 7 – Mathematics	7

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Estimation	**1.7.6** Generate a reasonable estimate for a computation using a variety of methods. Select and round to the appropriate significant digit.	**1.7.6.1** Generate a reasonable estimate. **1.7.6.2** Generate a reasonable estimate with computation.

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Estimation Theme **1.7.6**

Less Complex ⟷ **More Complex**

The student will **1.7.6.1a** estimate the sum of two numbers given two choices. Ex: Paul saw 5 birds at a feeder and 4 birds in a tree. Is the number of birds he saw closer to 100 or to 10?	The student will **1.7.6.1b** estimate an amount given a benchmark. Ex: A paper clip is about one inch long. Estimate how many are needed to line them up across your work area (10, 50, 1000).	The student will **1.7.6.1c** generate an estimate in a real-world situation. Ex: Paul picked up about 9 pieces of litter in 15 minutes. Estimate about how many pieces he would pick up in 1 hour.
1.7.6.2a estimate the sum of two sets of objects that have a sum of up to 25.	**1.7.6.2b** estimate the difference of two numbers.	**1.7.6.2c** estimate the product of two sets of objects.

GLIs and Essences Grade 7 – Mathematics	7

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

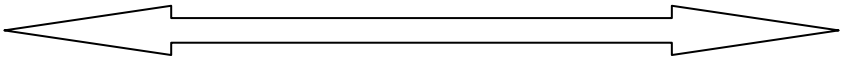
Theme	Grade-Level Indicators	Essence of Indicators
Computation	**1.7.7** Calculate with integers and other rational numbers to solve mathematical and practical situations. Use order of operations to evaluate expressions and solve one-step equations (containing rational numbers).	**1.7.7.1** Calculate with numbers. **1.7.7.2** Solve equations.

Content Standard 1— Number and Operations:

Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Computation Theme **1.7.7**

Less Complex  **More Complex**

The student will	The student will	The student will
1.7.7.1a identify the difference of two numbers, with subtrahend and minuend up to 15.	**1.7.7.1b** identify the sum of three numbers, with addends up to 15.	**1.7.7.1c** identify the product of two numbers when one factor is 2, 5, or 10.
1.7.7.2a solve one-step equations, using objects, involving addition with sums to 10.	**1.7.7.2b** solve one-step equations involving addition with sums (up to 20), or subtraction with subtrahend and minuend less than 20.	**1.7.7.2c** solve one-step equations involving multiplication with products up to 50, when one factor is 2, 5, or 10.

Content Standard 2 — Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

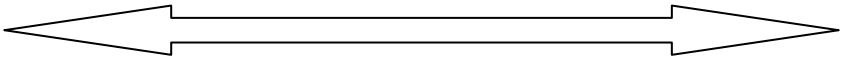
Theme	Grade-Level Indicators	Essence of Indicators
Patterns	**2.7.1** Use and create tables, charts, and graphs to extend a pattern in order to describe a linear rule, including integer values.	**2.7.1.1** Extend a pattern.

Content Standard 2 — Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Patterns Theme **2.7.1**

Less Complex  **More Complex**

The student will	The student will	The student will
2.7.1.1a extend an AB pattern by three additional objects or pictures.	**2.7.1.1b** extend a pattern three additional terms by adding a value of 1 each time.	**2.7.1.1c** extend a pattern three additional terms by adding a value of either 2, 5, or 10 each time.

Content Standard 2 — Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

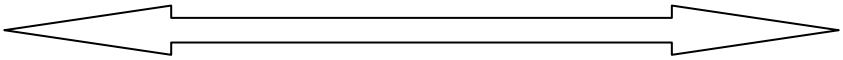
Theme	Grade-Level Indicators	Essence of Indicators
Linear Equations and Inequalities	**2.7.5** Identify linear equations and inequalities. Model and solve equations using concrete and visual representations.	 **2.7.5.1** Model equations. **2.7.5.2** Solve equations.

Content Standard 2 — Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Linear Equations and Inequalities Theme **2.7.5**

Less Complex  **More Complex**

The student will **2.7.5.1a** solve algebraic equations using concrete objects, with values up to five.	The student will **2.7.5.1b** solve algebraic equations with the variable as an addend and values up to 10 using concrete objects. Ex: $1 + n = 4$	The student will **2.7.5.1c** solve algebraic equations using two terms, with a variable as an addend and values up to 10. Ex: $5 + n = 6$
2.7.5.2a model a given equation using concrete objects.	**2.7.5.2b** model a given equation using concrete object with values up to five.	**2.7.5.2c** model a given equation using values up to 10.

Content Standard 3 — Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

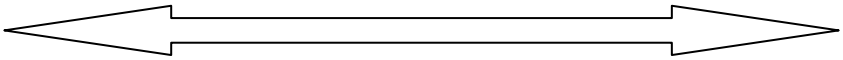
Theme	Grade-Level Indicators	Essence of Indicators
Formulas	**3.7.3** Select, model, and apply formulas to find the volume and surface area of solid figures.	**3.7.3.1** Select appropriate formula(e) and/or apply formula(e).

Content Standard 3 — Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Formulas Theme **3.7.3**

Less Complex  **More Complex**

The student will **3.7.3.1a** identify the perimeter of a given rectangle.	The student will **3.7.3.1b** identify the equation that would be used to find the perimeter of a given rectangle.	The student will **3.7.3.1c** develop a number sentence for the perimeter of a given rectangle.

Content Standard 3 — Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

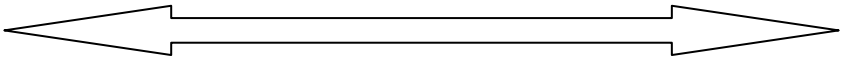
Theme	Grade-Level Indicators	Essence of Indicators
Time	**3.7.6** Use elapsed time to solve practical problems.	**3.7.6.1** Use elapsed time.

Content Standard 3 — Measurement:

Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Time Theme **3.7.6**

Less Complex  **More Complex**

The student will **3.7.6.1a** identify the first activity on a given schedule.	The student will **3.7.6.1b** identify the activity that goes with a given start time.	The student will **3.7.6.1c** identify the duration of an activity on a daily schedule (limited to whole and half hours).

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

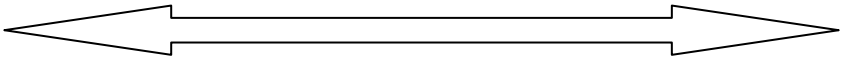
Theme	Grade-Level Indicators	Essence of Indicators
Variables and Unknowns	**2.8.2** Evaluate formulas and algebraic expressions using rational numbers (with and without technology). Solve and graphically represent equations and inequalities in one variable, including absolute value.	**2.8.2.1** Evaluate algebraic expressions. **2.8.2.2** Solve algebraic equations.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Variables and Unknowns Theme **2.8.2**

Less Complex  **More Complex**

The student will **2.8.2.1a** evaluate an algebraic expression using 1 to 5 objects.	The student will **2.8.2.1b** evaluate an expression using three terms with a variable at the end (single digit values). Ex: 3 + 2 + *n*	The student will **2.8.2.1c** evaluate an algebraic expression using 3 terms with the variable in the middle. (single digit values) Ex: 3 + *n* + 2
2.8.2.2a solve algebraic equations using 1 to 5 objects.	**2.8.2.2b** solve algebraic equations using two terms (values up to 10). Ex: 5 + *n* = 6	**2.8.2.2c** solve algebraic equations using a pattern of number + number + variable = sum (values up to 10). Ex: 1 + 1 + *n* = 4

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

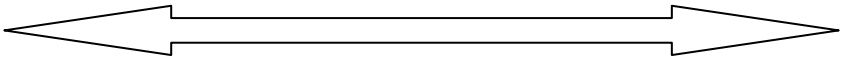
Theme	Grade-Level Indicators	Essence of Indicators
Relations and Functions	**2.8.4** Identify, model, describe, and evaluate functions (with and without technology). Translate among verbal descriptions, graphic, tabular, and algebraic representations of mathematical situations (with and without technology).	**2.8.4.1** Translate between verbal and algebraic expressions.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Relations and Functions Theme **2.8.4**

Less Complex  **More Complex**

The student will **2.8.4.1a** identify the mathematical term for a mathematical symbol.	The student will **2.8.4.1b** translate between verbal and algebraic expressions ("more than"). Ex: "2 more than n" = "$n + 2$"	The student will **2.8.4.1c** translate between verbal and algebraic expressions ("less than"). Ex: "1 less than n" = "$n - 1$"

GLIs and Essences Grade 8 – Mathematics	8

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Two-Dimensional Shapes	**4.8.1** Find and use the sum of the measures of interior angles of polygons.	**4.8.1.1** Identify interior angles of polygons. **4.8.1.2** Use the sum of the measures of interior angles.

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Two-Dimensional Shapes Theme **4.8.1**

Less Complex ⟷ **More Complex**

The student will **4.8.1.1a** identify the number of angles in a shape. Ex: triangle = 3, quadrilateral = 4, pentagon= 5	The student will **4.8.1.1b** identify the shape that has the sum of the interior angles as 180 degrees.	The student will **4.8.1.1c** identify the shape that has the sum of the interior angles as 360 degrees.
4.8.1.2a identify the right angle in a triangle.	**4.8.1.2b** identify the right angle(s) in a quadrilateral.	**4.8.1.2c** use the measures of two interior angles of a triangle to find the measure of the third interior angle. Note: A calculator may be utilized.

GLIs and Essences Grade 8 – Mathematics	8

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Congruence and Similarity	**4.8.2** Apply the properties of equality and proportionality to congruent or similar shapes.	**4.8.2.1** Apply the concepts of congruency and/or similarity to shapes.

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Congruence and Similarity Theme **4.8.2**

Less Complex ⟷ **More Complex**

The student will **4.8.2.1a** identify similar shapes (circles, triangles, and rectangles, including squares).	The student will **4.8.2.1b** sort models or pictures of shapes to determine which are congruent and which are not congruent(circles, triangles, and rectangles, including squares).	The student will **4.8.2.1c** identify pairs of congruent shapes (circles, triangles, pentagons, and parallelograms, including squares and rectangles).

GLIs and Essences Grade 8 – Mathematics	8

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Data Collection and Organization	**5.8.1** Formulate questions and design a study that guides the collection of data.	
	Organize, display, and read data including box and whisker plots (with and without technology).	**5.8.1.1** Organize and Display data. **5.8.1.2** Read data.

AGLIs Grade 8 – Mathematics	8

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Data Collection and Organization Theme **5.8.1**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
5.8.1.1a organize data into a bar graph using concrete objects.	**5.8.1.1b** organize data into a bar graph.	**5.8.1.1c** organize data into a pictograph, where each icon represents 2, 5, or 10 observations.
5.8.1.2a answer questions based on charts/tables.	**5.8.1.2b** answer questions based on bar graphs.	**5.8.1.2c** answer questions based on pictographs.

AGLIs Grade 8 – Mathematics	8

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Statistical Inferences	**5.8.6** Formulate reasonable inferences and predictions through interpolation and extrapolation of data to solve practical problems.	**5.8.6.1** Makes reasonable predictions of data.

AGLIs Grade 8 – Mathematics	8

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Statistical Inferences Theme **5.8.6**

Less Complex ⟷ **More Complex**

The student will **5.8.6.1a** identify data displayed on or characteristics of a bar graph. Ex. What is the title of the graph?	The student will **5.8.6.1b** identify true statements about a set of data.	The student will **5.8.6.1c** identify reasonable predictions related to a set of data when given three choices.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

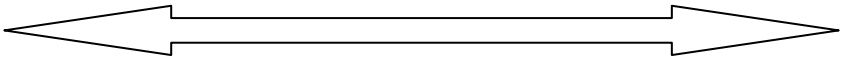
Theme	Grade-Level Indicators	Essence of Indicators
Patterns	**2.12.1** Use algebraic expressions to identify and describe the n^{th} term of a sequence.	**2.12.1.1** Identify the rule for a pattern.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Patterns Theme **2.12.1**

Less Complex  **More Complex**

The student will **2.12.1.1a** identify the rule of an AB pattern.	The student will **2.12.1.1b** identify the rule when the number pattern involves adding 2, 5, or 10.	The student will **2.12.1.1c** identify the rule when the number pattern involves multiplying by 2 or 10.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

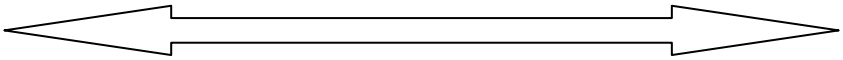
Theme	Grade-Level Indicators	Essence of Indicators
Algebraic Representation and Application	**2.12.6** Solve mathematical and practical problems involving linear and quadratic equations with a variety of methods, including discrete methods (with and without technology).	**2.12.6.1** Solve equations.

Content Standard 2— Algebra:

Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Algebraic Representation and Application Theme **2.12.6**

Less Complex  **More Complex**

The student will **2.12.6.1a** solve an algebraic equation based on a practical situation using subtraction (values 1 to 20). Ex: 10 – Ann = 8	The student will **2.12.6.1b** solve an algebraic equation based on a practical situation using multiplication.	The student will **2.12.6.1c** solve an algebraic equation based on a practical situation using division.

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Lines, Angles, and their Properties	**4.12.6** Solve problems using complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal and angles in polygons.	**4.12.6.1** Solve problems using angles and/or lines.

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Lines, Angles, and their Properties Theme **4.12.6**

Less Complex ⟷ **More Complex**

The student will **4.12.6.1a** identify parallel lines when given three choices.	The student will **4.12.6.1b** match the pair of angles that are complementary given three angles.	The student will **4.12.6.1c** determine the complement or supplement of an angle.

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

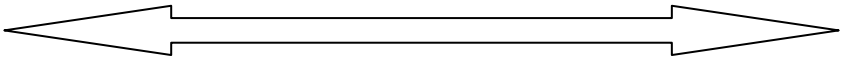
Theme	Grade-Level Indicators	Essence of Indicators
Logic	**4.12.9 Logic** Formulate, evaluate, and justify arguments using inductive and deductive reasoning in mathematical and practical situations.	**4.12.9.1** Justify an argument.

Content Standard 4 — Geometry:

Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Logic Theme **4.12.9**

Less Complex  **More Complex**

The student will **4.12.9.1a** use models to justify the truth of a number sentence (addition and subtraction 2–100).	The student will **4.12.9.1b** use concrete objects to justify the truth of a number sentence with multiplication (2 –100).	The student will **4.12.9.1c** explain why an argument is correct or incorrect. Ex: Mary says that a square is a rectangle. Tell why she is correct or incorrect.

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Interpretation of Data	**5.12.3** Distinguish between a sample and a census.	**5.12.3.1** Distinguish between a sample and a census.
	Identify sources of bias and their effect on data representations and statistical conclusions.	
	Use the shape of a normal distribution to compare and analyze data from a sample.	

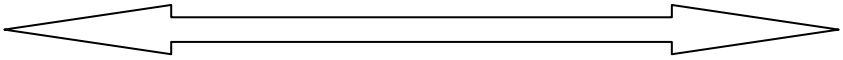
AGLIs Grade 11 – Mathematics	11

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Interpretation of Data Theme **5.12.3**

Less Complex  **More Complex**

The student will **5.12.3.1a** determine whether some (sample) or all (census) objects in a set are selected by the teacher.	The student will **5.12.3.1b** determine whether a sample or a census of objects in a set are selected by the teacher.	The student will **5.12.3.1c** take a sample or census from a set of objects.

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Theme	Grade-Level Indicators	Essence of Indicators
Experimental and Theoretical Probability	**5.12.5** Determine the probability of an event with and without replacement using sample spaces. Design, conduct, analyze, and effectively communicate the results of multi-stage probability experiments.	**5.12.5.1** Conduct a probability experiment. **5.12.5.2** Communicate the results of a probability experiment.

Content Standard 5 — Data Analysis:

Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Experimental and Theoretical Probability Theme **5.12.5**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
5.12.5.1a identify all possible outcomes of a probability experiment.	**5.12.5.1b** conduct and record the data of a probability experiment with 3–5 repetitions.	**5.12.5.1c** conduct and record the data of a probability experiment with 5–10 repetitions.
5.12.5.2a display results from a probability experiment with a single trial.	**5.12.5.2b** display the results of a probability experiment with 3–6 repetitions.	**5.12.5.2c** display the results of a probability experiment with 5–10 repetitions.

SCIENCE

GLIs and Essences Grade 5 – Science	5

Content Strand 1— Physical Science

Unifying Concept A: Matter has various states with unique properties that can be used as a basis for organization. The relationship between the properties of matter and its structure is an essential component of study in the physical sciences. The understanding of matter and its properties leads to practical applications, such as the capability to liberate elements from ore, create new drugs, manipulate the structure of genes and synthesize polymers.

Standard P.5.A: Students understand properties of objects and materials.

Themes	Grade-Level Indicators	Essence of Indicators
Properties of Matter, Mixtures and Compounds, and Atomic Structure	**P.5.A.1** Students know matter exists in different states (i.e., solid, liquid, gas) which have distinct physical properties. E/S	**P.5.A.1.1** Understand that water exists in liquid or solid states.
	P.5.A.2 Students know heating or cooling can change some common materials, such as water, from one state to another. E/S	**P.5.A.2.1** Understand that heating/cooling can change the state of matter.
	P.5.A.3 Students know materials can be classified by their observable physical and chemical properties (e.g., magnetism, conductivity, density, and solubility). E/S	**P.5.A.3.1a** Understand that materials/objects have different properties (texture, color, size/volume, temperature, odor, taste, hard/soft, magnetism, etc.).
	P.5.A.4 Students know that, by combining two or more materials, the properties of that material can be different from the original materials. E/S	**P.5.A.4.1** Understand that mixing substances can change their properties.
	P.5.A.5 Students know the mass of a material remains constant whether it is together, in parts, or in a different state. E/S	
	P.5.A.6 Students know materials are composed of parts that are too small to be seen without magnification. E/S	

AGLIs Grade 5 – Science	5

Content Strand 1— Physical Science

Unifying Concept A: Matter has various states with unique properties that can be used as a basis for organization. The relationship between the properties of matter and its structure is an essential component of study in the physical sciences. The understanding of matter and its properties leads to practical applications, such as the capability to liberate elements from ore, create new drugs, manipulate the structure of genes and synthesize polymers.

Standard P.5.A: Students understand properties of objects and materials.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Properties of Matter, Mixtures, and Compounds and Atomic Structure Themes

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
P.5.A.1.1a identify a liquid or solid.	**P.5.A.1.1b** identify liquids and solids.	**P.5.A.1.1c** give examples of a solid and liquid.
P.5.A.2.1a indicate when a change of state has occurred.	**P.5.A.2.1b** identify that phase changes can be hastened by adding or removing heat.	**P.5.A.2.1c** identify that phase changes are reversible.
P.5.A.3.1a identify a physical property. Ex: texture	**P.5.A.3.1b** sort objects by a physical property. Ex: wood = texture (smooth/rough), metal = magnetic, etc.	**P.5.A.3.1c** identify objects by two physical properties.
P.5.A.4.1a identify a mixture. Ex: salt and rocks, sand and sawdust etc.	**P.5.A.4.1b** sort materials in a mixture based on their physical properties. Ex: salt and rocks (sort by size)	**P.5.A.4.1c** identify that a change in properties/characteristics has occurred after forming a mixture with two substances. Ex: salt and water

GLIs and Essences Grade 5 – Science	5

Content Strand 1— Physical Science

Unifying Concept B: The laws of motion are used to describe the effects of forces on the movement of objects.

Standard P.5.B: Students understand that forces can change the position and motion of an object.

Themes	Grade-Level Indicators	Essence of Indicators
Forces and Motion	**P.5.B.1** Students know that, when an unbalanced force is applied to an object, the object either speeds up, slows down, or goes in a different direction. E/S	**P.5.B.1.1** Objects can change motion from a single push or pull, one at a time.
	P.5.B.2 Students know how the strength of a force and mass of an object influence the amount of change in an object's motion. E/S	**P.5.B.2.1** The more force applied, the greater the change in motion. **P.5.B.2.2** The more massive an object is, the less effect a given force will have
	P.5.B.3 Students know a magnetic force causes certain kinds of objects to attract and repel each other. E/S	**P.5.B.3.1** Magnets can cause some objects to move without touching.
	P.5.B.4 Students know electrically charged particles can attract or repel other electrically-charged material (e.g., static electricity). E/S	**P.5.B.4.1** Electrically charged objects can cause some objects to move without touching.
	P.5.B.5 Students know Earth's gravity pulls any object toward it without touching it. E/S	**P.5.B.5.1** Objects fall toward Earth when dropped.

AGLIs Grade 5 – Science	5

Content Strand 1— Physical Science

Unifying Concept B: The laws of motion are used to describe the effects of forces on the movement of objects.

Standard P.5.B: Students understand that forces can change the position and motion of an object.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Forces and Motion Theme

Less Complex ⟷		**More Complex**
The student will **P.5.B.1.1a** indicate when an object is moving. Ex: rolling ball, cars	The student will **P.5.B.1.1b** identify a change in motion caused by pushing or pulling.	The student will **P.5.B.1.1c** predict a change in motion caused by pushing or pulling.
P.5.B.2.1a identify a change in force. Ex: strongest push/pull force	**P.5.B.2.1b** identify that motion is affected by different forces.	**P.5.B.2.1c** predict how a weak or strong force affects the motion of an object.
P.5.B.2.2a identify the greatest mass/heaviest object.	**P.5.B.2.2b** identify a change in mass/weight.	**P.5.B.2.2c** predict the effect on the motion of an object for a change in mass/weight.
P.5.B.3.1a identify that an object has been moved, without being touched, by a magnet.	**P.5.B.3.1b** identify types of objects that are attracted, repelled, or unaffected by a magnet.	**P.5.B.3.1c** predict which object's motion will be affected by a magnet given magnetic and non-magnetic objects. Ex: movement or no movement
P.5.B.4.1a identify objects that are attracted by electrical charges.	**P.5.B.4.1b** identify objects attracted or repelled by electrical charges. Ex: balloon and hair, plastic comb and hair	**P.5.B.4.1c** predict what will happen when an electrically charged object is brought near another object.
P.5.B.5.1a identify a falling object.	**P.5.B.5.1b** identify that objects fall to Earth when dropped	**P.5.B.5.1c** predict the motion of a variety of objects when they are dropped. Ex: ball, feather, water, etc.

GLIs and Essences Grade 5 – Science	5

Content Strand 4 — Nature of Science

Unifying Concept A: Scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are constantly reviewed and examined by others. Questioning, response to criticism and open communication are integral to the process of science.

Standard N.5.A: Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.

Themes	Grade-Level Indicators	Essence of Indicators
Using Data, Record Keeping, Accuracy, Safe Experimentation and Models	**N.5.A.1** Students know scientific progress is made by conducting careful investigations, recording data, and communicating the results in an accurate method. E/S	**N.5.A.1.1** Understand that investigation involves data and communicating results.
	N.5.A.2 Students know how to compare the results of their experiments to what scientists already know about the world. I/L	**N.5.A.2.1** Compare actual results to expected results about a scientific phenomenon.
	N.5.A.3 Students know how to draw conclusions from scientific evidence. E/S	**N.5.A.3.1** Understand how to draw conclusions.
	N.5.A.4 Students know graphic representations of recorded data can be used to make predictions. E/S	**N.5.A.4.1** Understand that graphs and charts represent data and show patterns that can be interpreted.
	N.5.A.5 Students know how to plan and conduct a safe and simple investigation. E/S	
	N.5.A.6 Students know models are tools for learning about the things they are meant to resemble. I/S	**N.5.A.6.1** Understand that models are tools to learn about science.
	N.5.A.7 Students know observable patterns can be used to organize items and ideas. E/S	**N.5.A.7.1** Understand that patterns can be used to sort information.

AGLIs Grade 5 – Science	5

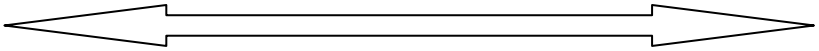
Content Strand 4 — Nature of Science

Unifying Concept A: Scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are constantly reviewed and examined by others. Questioning, response to criticism and open communication are integral to the process of science.

Standard N.5.A: Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Using Data, Record Keeping, Accuracy, Safe Experimentation, and Model Themes

Less Complex  **More Complex**

The student will	The student will	The student will
N.5.A.1.1a identify simple data. Ex: a group of objects organized by a characteristic color, temperature, etc.	**N.5.A.1.1b** gather simple data (actual results). Ex: Use a clock, count colors, use scientific instruments (such as a ruler, thermometer, etc.), etc.	**N.5.A.1.1c** communicate results using appropriate methods. Ex: verbal, written, visual
N.5.A.2.1a identify scientific data (expected results). Ex: published times of sunrise and sunset, data from weather page of newspaper, etc.	**N.5.A.2.1b** identify differences between scientific (expected) data and actual data.	**N.5.A.2.1c** explain differences between expected and actual data.
N.5.A.3.1a identify a research question. Ex: Is an object magnetic?	**N.5.A.3.1b** formulate a research question.	**N.5.A.3.1c** make connections between a research question and data.
N.5.A.4.1a identify a graphic representation of scientific data. Ex: bar chart, pie graph, etc.	**N.5.A.4.1b** interpret a graphic representation. Ex: Compare graphs, look for graph patterns, etc.	**N.5.A.4.1c** graph data. Ex: line or bar graph
N.5.A.6.1a identify a model. Ex: paper airplane, plastic fruit, picture of a person, artificial flower	**N.5.A.6.1b** identify similarities between models and real phenomena.	**N.5.A.6.1c** make a model. Ex: Construct an artificial flower.
N.5.A.7.1a identify a scientific pattern. Ex: tangible patterns such as daylight, seasonal temperatures, etc.	**N.5.A.7.1b** interpret a scientific pattern. Ex: Connect data pattern with real phenomena.	**N.5.A.7.1c** organize scientific data into patterns.

Content Strand 3 — Earth and Space Science

Unifying Concept A: Earth systems have internal and external sources of energy, both of which create heat. Driven by sunlight and Earth's internal heat, a variety of cycles connect and continually circulate energy and material through the components of the earth systems.

Standard E.8.A: Students understand the relationship between the Earth's atmosphere, topography, weather and climate.

Themes	Grade-Level Indicators	Essence of Indicators
Sun's Energy and Weather	**E.8.A.1** Students know seasons are caused by variations in the amounts of the Sun's energy reaching Earth's surface due to the planet's axial tilt. E/S	
	E.8.A.2 Students know how the processes involved in the water cycle affect climatic patterns. E/S	**E.8.A.2.1** Understand that liquid water is a part of a cycle. **E.8.A.2.2** Understand that water cycles influence weather patterns.
	E.8.A.3 Students know the properties that make water an essential component of the earth system. E/S	**E.8.A.3.1** Understand that water properties are essential to the Earth. (ie. 3 states of matter, ice floats, boiling/freezing point)
	E.8.A.4 Students understand the composition of Earth's atmosphere, emphasizing the role of the atmosphere in Earth's weather and climate. I/S	
	E.8.A.5 Students know the difference between local weather and regional climate. I/S	**E.8.A.5.1** Understand that weather is the immediate, local condition happening outside. **E.8.A.5.2** Understand that climate is the average weather over time.
	E.8.A.6 Students know topography and patterns of global and local atmospheric movement influence local weather which occurs primarily in the lower atmosphere. E/S	

Content Strand 3 — Earth and Space Science

Unifying Concept A: Earth systems have internal and external sources of energy, both of which create heat. Driven by sunlight and Earth's internal heat, a variety of cycles connect and continually circulate energy and material through the components of the earth systems.

Standard E.8.A: Students understand the relationship between the Earth's atmosphere, topography, weather and climate.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Sun's Energy and Weather Themes

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
E.8.A.2.1a identify one of the phases of water. Ex: water, ice, water vapor	**E.8.A.2.1.b** identify water changing phases. Ex: ice melting	**E.8.A.2.1c** identify that water changes from one phase to another. Ex: water freezing, melting, then evaporating
E.8.A.2.2a identify a step in the water cycle. Ex: cloud, rain, runoff, etc.	**E.8.A.2.2b** identify a cause of a step in the water cycle. Ex: condensation, evaporation, etc.	**E.8.A.2.2c** match weather with a step in the water cycle. Ex: clouds + water droplets
E.8.A.3.1a identify a physical characteristic of water. Ex: phase state (i.e., solid, liquid, gas), water dissolves some things, ice floats, etc.	**E.8.A.3.1b** identify two physical characteristics of water.	**E.8.A.3.1c** identify an effect of a physical characteristic of water on the water cycle. Ex: Evaporation of water adds to water vapor in the air.
E.8.A.5.1a identify weather phenomena. Ex: wind, precipitation, temperature	**E.8.A.5.1b** identify a change in weather. Ex: Temperature is warming. Rain changes to snow.	**E.8.A.5.1c** match weather patterns with seasons. Ex: snow = winter, rain = spring
E.8.A.5.2a identify a characteristic of climate. Ex: temperature, precipitation, etc.	**E.8.A.5.2b** identify that climate changes. Ex: difference between a valley vs. a mountain, coastal area vs. inland	**E.8.A.5.2c** identify that climate is weather on a longtime scale. Ex: average temperature and precipitation over time

Content Strand 3 — Earth and Space Science

Unifying Concept C: Earth is composed of materials that move through the biogeochemical cycles. Earth's features are shaped by ongoing and dynamic processes. These processes can be constructive or destructive and occur over geologic time scales.

Standard E.8.C: Students understand that landforms result from a combination of constructive and destructive processes.

Themes	Grade-Level Indicators	Essence of Indicators
Geologic Processes, Plate Tectonics, and Earth's Composition and Resources	**E.8.C.1** Students know sedimentary rocks and fossils provide evidence for changing environments and the constancy of geologic processes. E/S	
	E.8.C.2 Students know rocks at Earth's surface weather, forming sediments that are buried, then compacted, heated and often recrystallized into new rock. E/S	**E.8.C.2.1** Understand that rocks change from one rock type to another rock type through a cycle.
	E.8.C.3 Students know Earth is composed of a crust (both continental and oceanic); hot convecting mantle; and dense, a metallic core. E/S	
	E.8.C.4 Students know the very slow movement of large crustal plates result in geological events. E/S	
	E.8.C.5 Students know how geologic processes account for state and regional topography. E/S	**E.8.C.5.1** Understand that land forms change.
	E.8.C.6 Students know minerals have different properties and different distributions according to how they form. E/S	
	E.8.C.7 Students know the characteristics, abundances, and location of renewable and nonrenewable resources found in Nevada. E/S	**E.8.C.7.1** Understand that Nevada resources vary by abundance and location.
	E.8.C.8 Students know soils have properties, such as color, texture, and water retention, and provide nutrients for life according to how they form. E/S	**E.8.C.8.1** Understand that soils are formed through weathered rock and have properties that support life.

Content Strand 3 — Earth and Space Science

Unifying Concept C: Earth is composed of materials that move through the biogeochemical cycles. Earth's features are shaped by ongoing and dynamic processes. These processes can be constructive or destructive and occur over geologic time scales.

Standard E.8.C: Students understand that landforms result from a combination of constructive and destructive processes.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Geological Processes, Plate Tectonics, and Earth's Composition and Resources Themes

Less Complex ⟷ **More Complex**		
The student will **E.8.C.2.1a** identify a rock.	The student will **E.8.C.2.1b** identify a process that can change a rock. Ex: heat, pressure, erosion	The student will **E.8.C.2.1c** identify how several processes work together to form the rock cycle. Ex: Erosion forms sedimentary rocks, which are then buried by more sediment on top. This accumulation builds pressure and transforms underlying rocks.
E.8.C.5.1a identify a landform. Ex: hill, salt flat, etc.	**E.8.C.5.1b** identify a natural process that can change a landform. Ex: A hill is eroded by water, shifting sand dunes by wind, and stream erosion.	**E.8.C.5.1c** identify how a process changes a landform. Ex: Water washes small rocks downhill, making a hill smaller.
E.8.C.7.1a identify a Nevada natural resource. Ex: silver, copper, trees, gypsum, sand, rock, etc.	**E.8.C.7.1b** identify renewable and non-renewable natural resources. Ex: renewable = trees, nonrenewable = silver	**E.8.C.7.1c** identify a Nevada natural resource that can be recycled. Ex: Silver used in electronics can be recycled into jewelry.
E.8.C.8.1a identify soil.	**E.8.C.8.1b** identify a process that forms soil. Ex: weathering and erosion	**E.8.C.8.1c** identify a property of soil that supports life. Ex: Soil holds water.

Content Strand 4 — Nature of Science

Unifying Concept A: Scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are constantly reviewed and examined by others. Questioning, response to criticism and open communication are integral to the process of science.

Standard N.8.A: Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.

Themes	Grade-Level Indicators	Essence of Indicators
Using Data, Record Keeping, Accuracy, Safe Experimentation and Models	**N.8.A.1** Students know how to identify and critically evaluate information in data, tables, and graphs. E/S	**N.8.A.1.1** Understand that data can be analyzed.
	N.8.A.2 Students know how to critically evaluate information to distinguish between fact and opinion. E/S	**N.8.A.2.1** Understand the difference between scientific facts and opinions.
	N.8.A.3 Students know different explanations can be given for the same evidence. E/S	**N.8.A.3.1** Understand that evidence can be explained various ways.
	N.8.A.4 Students know how to design and conduct a controlled experiment. E/L	
	N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data. E/L	**N.8.A.5.1** Use appropriate tools and safety procedures.
	N.8.A.6 Students know scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists. E/S	
	N.8.A.7 Students know there are multiple methods for organizing items and information. E/S	**N.8.A.7.1** Understand that data can be represented different ways.

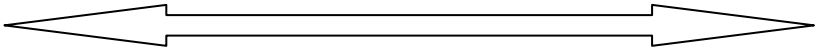
Content Strand 4 — Nature of Science

Unifying Concept A: Scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are constantly reviewed and examined by others. Questioning, response to criticism and open communication are integral to the process of science.

Standard N.8.A: Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Using Data, Record Keeping, Accuracy, Safe Experimentation, and Models Theme

Less Complex  **More Complex**

The student will	The student will	The student will
N.8.A.1.1a identify scientific data graphically represented.	**N.8.A.1.1b** record scientific data graphically.	**N.8.A.1.1c** interpret patterns in graphically represented data. Ex: The trend is increasing.
N.8.A.2.1a identify facts. Ex: It is 60 degrees outside.	**N.8.A.2.1b** identify opinions. Ex: It is 60 degrees outside. I think it is warm.	**N.8.A.2.1c** distinguish between facts and opinions.
N.8.A.3.1a identify a data pattern. Ex: temperatures over a 24-hour period	**N.8.A.3.1b** organize data in two ways. Ex: Organize data into daytime and nighttime temperatures or the times with the warmest and coldest temperatures.	**N.8.A.3.1c** identify two interpretations from the same data. Ex: Make an interpretation and an observation using the same data.
N.8.A.5.1a identify safety equipment. Ex: oven mitt	**N.8.A.5.1b** identify a scientific tool. Ex: ruler, scale, thermometer, etc.	**N.8.A.5.1c** identify a purpose for scientific tools. Ex: measure temperature, measure length
N.8.A.7.1a identify the same data in two formats. Ex: daily temperatures in a bar chart and line graph	**N.8.A.7.1b** identify two graphical representations showing same/different trends. Ex: a graph showing increasing temperatures and a graph showing a decreasing temperature trend	**N.8.A.7.1c** sort graphical representations based on different interpretations of data. Ex: Sort graphs based on rising temperatures.

GLIs and Essences Grade 11 – Science	11

Content Strand 2 — Life Science

Unifying Concept C: A variety of ecosystems and communities exist on Earth. Ecosystems are dynamic interactions of organisms and their environment. Ecosystems have distinct characteristics and components that allow certain organisms to thrive. Change in one or more components can affect the entire ecosystem.

Standard L.12.C: Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.

Themes	Grade-Level Indicators	Essence of Indicators
Cycles and Ecosystems	**L.12.C.1** Students know relationships of organisms and their physical environment E/S	**L.12.C.1.1** Understand that organisms are suited for their habitat.
	L.12.C.2 Students know how changes in an ecosystem can affect biodiversity and biodiversity's contribution to an ecosystem's stability. E/S	**L.12.C.2.1** Understand that a change in habitat will affect the organisms that live there.
	L.12.C.3 Students know the amount of living matter an environment can support is limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials. E/S	**L.12.C.3.1** Understand that the availability of resources (limiting factors) determine the amount of life in a given environment (carrying capacity).
	L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. E/S	

AGLIs Grade 11 – Science	11

Content Strand 2 — Life Science

Unifying Concept C: A variety of ecosystems and communities exist on Earth. Ecosystems are dynamic interactions of organisms and their environment. Ecosystems have distinct characteristics and components that allow certain organisms to thrive. Change in one or more components can affect the entire ecosystem.

Standard L.12.C: Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Cycles and Ecosystems Themes

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
L.12.C.1.1a identify a living organism.	**L.12.C.1.1b** identify a habitat.	**L.12.C.1.1c** match an organism to its habitat.
L.12.C.2.1a identify part of a habitat. Ex: shelter, climate, food, water, space	**L.12.C.2.1b** identify characteristics of a habitat that an organism needs for survival. Ex: warmth, food, air, etc.	**L.12.C.2.1b** predict what happens to an organism when one characteristic of its habitat changes. Ex: What would happen to fish in a fish tank if you stopped feeding the fish?
L.12.C.3.1a identify a resource needed for life. Ex: food, shelter, air, water, space	**L.12.C.3.1b** identify where an organism obtains its resources needed for life. Ex: Plants make food from sunlight.	**L.12.C.3.1c** predict what happens to an organism's population when a resource is limited or reduced. Ex: What happens to animal populations at the onset of winter?

Content Strand 2 — Life Science

Unifying Concept D: Evidence suggests that living things change over periods of time. These changes can be attributed to genetic and/or environmental influences. This process of change over time is called biological evolution. The diversity of life on Earth is classified using objective characteristics. Scientific classification uses a hierarchy of groups and subgroups based on similarities that reflect evolutionary relationships.

Standard L.12.D: Students understand biological evolution and diversity of life.

Themes	Grade-Level Indicators	Essence of Indicators
Evolution and Natural Selection	**L.12.D.1** Students know organisms can be classified based on evolutionary relationships. E/S	**L.12.D.1.1** Understand that organisms are different and can be classified based on observable characteristics.
	L.12.D.2 Students know similarity of DNA sequences gives evidence of relationships between organisms. E/S	
	L.12.D.3 Students know the fossil record gives evidence for natural selection and its evolutionary consequences. E/S	
	L.12.D.4 Students know the extinction of species can be a natural process. E/S	**L.12.D.4.1** Understand that extinction can be a natural process.
	L.12.D.5 Students know biological evolution explains diversity of life. E/S	
	L.12.D.6 Students know the concepts of natural and artificial selection. E/S	

AGLIs Grade 11 – Science	11

Content Strand 2— Diversity of Life

Unifying Concept D: Evidence suggests that living things change over periods of time. These changes can be attributed to genetic and/or environmental influences. This process of change over time is called biological evolution. The diversity of life on Earth is classified using objective characteristics. Scientific classification uses a hierarchy of groups and subgroups based on similarities that reflect evolutionary relationships.

Standard L.12.D: Students understand biological evolution and diversity of life.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Evolution and Natural Selection Themes

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
L.12.D.1.1a identify a physical characteristic of an organism. Ex: fins	**L.12.D.1.1b** match an organism to its physical characteristic. Ex: fish = fins	**L.12.D.1.1c** identify two different organisms that are similar because of a physical characteristic. Ex: Fish and whales have fins.
L.12.D.4.1a identify an animal that is extinct. Ex: dinosaurs	**L.12.D.4.1b** identify the process of extinction. Ex: environmental conditions, hunting, food reduction, over predation, infection/sickness, etc.	**L.12.D.4.1c** identify a natural factor that can cause extinction. Ex: climate changes, volcanic destruction, habitat destruction, drought, natural disaster, competition, etc.

GLIs and Essences Grade 11 – Science	11

Content Strand 4 — Nature of Science

Nature of Science Unifying Concept A: Scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are constantly reviewed and examined by others. Questioning, response to criticism and open communication are integral to the process of science.

Standard N.12.A: Students understand that a variety of communication methods can be used to share scientific information.

Themes	Grade-Level Indicators	Essence of Indicators
Using Data, Record Keeping, Accuracy, Safe Experimentation and Models	**N.12.A.1** Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. E/S	
	N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. I/S	**N.12.A.2.1** Understand that scientific record keeping is important for future use.
	N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. E/S	**N.12.A.3.1** Understand that experiments should be repeated for reliability.
	N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. E/L	
	N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. I/S	**N.12.A.5.1** Understand that models can be used to predict cause and effect.
	N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets. E/S	

AGLIs Grade 11 – Science	11

Content Strand 4 — Nature of Science

Unifying Concept A: Scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are constantly reviewed and examined by others. Questioning, response to criticism and open communication are integral to the process of science.

Standard N.12.A: Students understand that a variety of communication methods can be used to share scientific information.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for Using Data, Record Keeping, Accuracy, Safe Experimentation and Models Themes

Less Complex ⟷		**More Complex**
The student will	The student will	The student will
N.12.A.2.1a identify a method of scientific record keeping. Ex: notebook, computer, journal	**N.12.A.2.1b** identify an aspect of scientific records. Ex: data, list of procedures, conclusions, etc.	**N.12.A.2.1c** identify a purpose for scientific record keeping. Ex: Refer to previous results to plan future experiments.
N.12.A.3.1a identify scientific data. Ex: weather observation, animals, plants (how tall?), etc.	**N.12.A.3.1b** identify repeated scientific data. Ex: two sets of related but not identical data (two days of daytime temperatures)	**N.12.A.3.1c** identify a purpose of repeating scientific experiments. Ex: verify data, analyze statistics
N.12.A.5.1a identify the purpose of a scientific model.	**N.12.A.5.1b** identify a cause-and-effect relationship.	**N.12.A.5.1c** use scientific modeling to make a prediction.

WRITING

Content Standard 5— Effective Writing

Students write a variety of texts using the writing process.

Strand	Grade-Level Indicators	Essence of Indicators
Editing for Mechanics	**5.5.4** Edit text to ensure correct spelling.	**5.5.4.1** Identify correct spelling.
	Edit for correct capitalization.	**5.5.4.2** Identify correct capitalization.

AGLIs Grade 5 – Writing	5

Content Standard 5— Effective Writing

Students write a variety of texts using the writing process.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Editing for Mechanics **5.5.4**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
5.5.4.1a identify a first name.	**5.5.4.1b** identify the correct spelling of a high frequency word.	**5.5.4.1c** write the correct spelling of a high frequency word.
5.5.4.2a distinguish between capital and lowercase letters.	**5.5.4.2b** identify the correct capitalization of a first name.	**5.5.4.2c** write a first name with correct capitalization.

Content Standard 5— Effective Writing

Students write a variety of texts using the writing process.

Strand	Grade-Level Indicators	Essence of Indicators
Editing for Usage of Words	**5.5.5** Edit for correct use of • subject/verb agreement • adverbs (e.g., *-ly*)	**5.5.5.1** Describe subject and/or verb in a sentence.

AGLIs Grade 5 – Writing	5

Content Standard 5— Effective Writing

Students write a variety of texts using the writing process.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Editing for Usage of Words **5.5.5**

Less Complex ⟷ **More Complex**

The student will	The student will	The student will
5.5.5.1a identify the subject of a simple sentence. Ex: Who or what is kicking the ball?	**5.5.5.1b** identify a verb in a simple sentence. Ex: What is the puppy doing?	**5.5.5.1c** describe the subject of and the verb in a simple sentence.

GLIs and Essences Grade 8 – Writing	8

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

Strand	Grade-Level Indicators	Essence of Indicators
Expository	**6.8.1** Write text using patterns of organization appropriate to audience and purpose with a focus on • compare and contrast • problem and solution Write text that contain • examples • explanations • clear information	**6.8.1.1** Write text that contains clear information.

AGLIs Grade 8 – Writing	8

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Expository **6.8.1**

Less Complex ⟷ **More Complex**

The student will **6.8.1.1a** identify a sentence with clear information.	The student will **6.8.1.1b** identify an example from a given paragraph.	The student will **6.8.1.1c** write a sentence that includes clear information.

GLIs and Essences Grade 8 – Writing	8

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

Strand	Grade-Level Indicators	Essence of Indicators
Narrative/ Descriptive	**6.8.2** Write descriptive essays appropriate to audience and purpose with a focus on • sensory imagery • visual details • descriptive words and phrases	**6.8.2.1** Write text that includes sensory imagery.

AGLIs Grade 8 – Writing	8

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Narrative/Descriptive **6.8.2**

Less Complex ⟷ **More Complex**

The student will **6.8.2.1a** identify sensory images in text. Ex: see, smell, touch	The student will **6.8.2.1b** identify a sensory word/sensory words in text.	The student will **6.8.2.1c** write text that includes sensory images.

GLIs and Essences Grade 11 – Writing	11

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

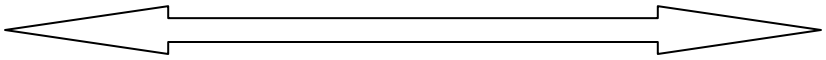
Strand	Grade-Level Indicators	Essence of Indicators
Persuasive	**6.12.6** Write persuasive text using rhetorical strategies appropriate to audience and purpose. Write persuasive text that supports and provides clarity of and for a position.	**6.12.6.1** Write persuasive text.

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Persuasive **6.12.6**

Less Complex  **More Complex**

The student will **6.12.6.1a** identify persuasion in text.	The student will **6.12.6.1b** identify the intent of a persuasive text.	The student will **6.12.6.1c** write a persuasive text.

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

Strand	Grade-Level Indicators	Essence of Indicators
Personal & Professional Communication	**6.12.7** Write a variety of professional and/or technical pieces of writing following established formats.	**6.12.7.1** Write a friendly letter.

AGLIs Grade 11 – Writing	11

Content Standard 6— Types of Writing

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

ENTRY POINTS for strand Personal & Professional Communication **6.12.7**

Less Complex ⟷ **More Complex**

The student will **6.12.7.1a** identify a friendly letter.	The student will **6.12.7.1b** identify an element of a friendly letter.	The student will **6.12.7.1c** write a friendly letter.